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Words without thoughts are vocal sounds;
thoughts without words are nothing.—MAX MÜLLER

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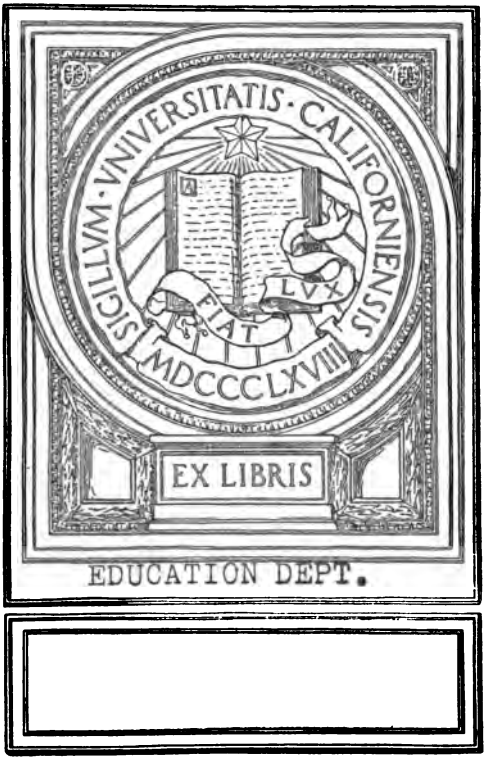

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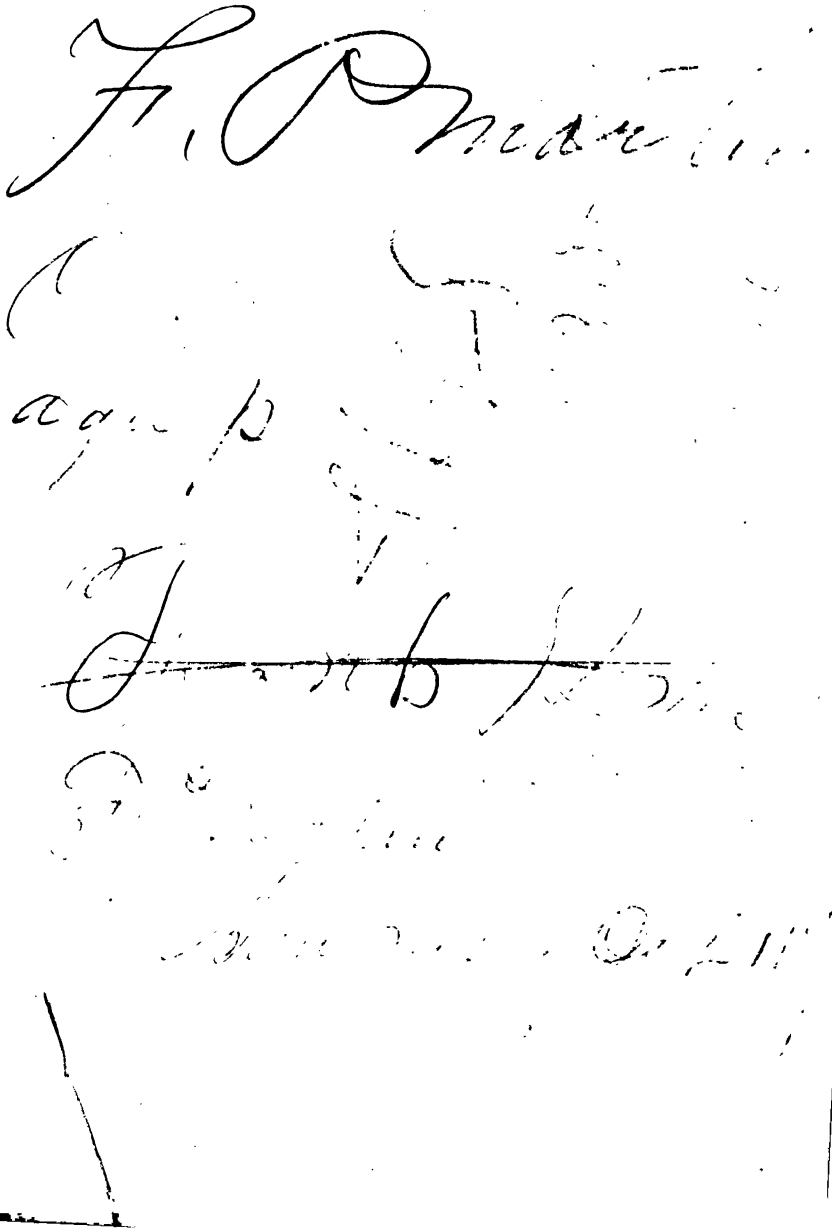

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PREFACE.

"Words give wings to thought."

Is the spelling-book losing ground?—It is said that nineteen-twentieths of those examined for the Public Service under the competitive system in England fail in spelling. Those placed by government in control of educational affairs report, "Spelling is not what it ought to be. Text-books should be used for this subject." "What we want is to *teach* spelling and not merely to practice spelling." A spelling-book revival in England seems to be the result.

In the foremost educational center of our own country, the experiment of teaching spelling without the aid of a special text-book has been tried with results so far from satisfactory that the spelling-book has been restored. Wherever the subject of spelling has been most seriously considered, a strong reaction in favor of a suitable text-book is evident.

Is there a substitute for the spelling-book?—In the lower primary grades, the work of copying words and sentences from the blackboard and of writing exercises in connection with "oral language-lessons" is undoubtedly far more profitable than conning the "*primary speller*" as now constructed.

For the more advanced grades, copying from the reading-book, writing compositions, and making abstracts of daily lessons in geography, history, etc., afford good practice in spelling; but will and can the average teacher, without sacrifice of the time belonging to the subject matter of the "lessons in geography, history, etc.," exercise that unremitting vigilance in criticism, correction, and recorrection which is necessary to make these "abstracts" in any measure a substitute for daily exercises in the spelling, pronunciation, and use of short lists of judiciously selected words?

There are certain difficulties in spelling which are well known to be common and almost universal. So far as these are found in words that are, or should be, in the pupil's vocabulary, is it not more economic to meet them directly and persistently than to wait for them to occur incidentally at long intervals in the work of copying or of general composition?

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This book was made with the conviction: —

1. That the faults of the average spelling-book could be avoided, and that a book of *word-lessons* could be made so interesting and suggestive as to become an indispensable aid in the all-important work of learning to express thought correctly.

2. That the pronunciation and *use* of words should be taught in connection with their spelling.

3. That, after excluding the unusual words of the "old-time speller," more than one-half of the modern spelling-book words should be dropped as not likely to be misspelled by the average learner.

4. That all exercises should be graded with reference to the natural growth of the child's vocabulary.

5. That there should be variety in the character of the lessons and in the methods of classification.

6. That the principles of association, or of comparison and contrast, should be regarded in meeting such difficulties as arise from the use of different symbols for the same or similar sounds.

7. That the "homonyms" are among the most useful and most troublesome words in the language.*

8. That, as the child is likely to carry through life what is copied or repeated from school books, illustrative sentences should, as far as possible, present the richest thoughts and the choicest gems of expression that can be gathered from literature.

9. That pupils in the common school should be so introduced to the study of word-analysis that they will be encouraged to consult the dictionary for the derivation of words, and to trace the links connecting the original with the current meaning.†

10. That there is no more valuable intellectual discipline than the study of synonyms, and that a series of lessons may be so presented as to lead the pupil almost unconsciously into the habit of weighing words and making nice, yet sound, distinctions.‡

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* See pp. 15, 16, etc. (For the *general plan* of these elliptical exercises we are indebted to the "Royal School Series.") † See pp. 163, 164, etc. ‡ See pp. 153, 157, etc.

Methods of Teaching Spelling.

Spelling is chiefly a habit of the eye, and is of practical use only in writing. The pupil should therefore be trained to see word-forms correctly and to reproduce them on the slate or on paper till correct writing becomes easy and natural. The large, clear type, the open page, and the variety of exercises in this book are designed to this end.

For the lower grades, copying the choice selections found in the following pages will afford excellent practice in spelling, and in the use of capital letters and punctuation marks; but such exercises should be subjected to rigid examination, and no careless work should be accepted.

In assigning a lesson the teacher should see that the pupils are able to pronounce all the words correctly, and that they know something of the use of each word. The following lessons are so arranged as to present a thorough and carefully graded course in the principles of pronunciation without defacing the page or confusing the eye to any considerable extent with diacritical marks. The spelling, pronunciation, and use of words are so associated that they can better be taught together than separately. Pupils should be required to illustrate the use of all words except names grouped topically.

The usual method of dictating written exercises in spelling is a good one. The teacher pronounces the words, which the pupils write on their slates or in their blank-books. Slates are then exchanged, and the teacher or one of the pupils gives the correct spelling of each word, while every pupil checks the mistakes found on the slate which he holds. The slates are then returned, the number of errors reported, and corrections made by rewriting the words in a separate column.

It is customary for the teacher to give the illustrative sentences when dictating the words; but the suggestions given in connection with the following lessons will enable the *pupils* to give the illustrations, which is far better. If the illustrations are given orally, it would be well to have several pupils at the blackboard to write such of the sentences as

have particular merit, or such as the teacher may wish to present for criticism.

It is hoped that the character of the illustrative phrases and sentences in this book will aid the teacher in resisting the tendency of pupils to put meaningless, trashy stuff into their exercises. Such examples as the following are too generally encouraged in the text-books: "The bad boy hit the good girl in the eye;" "*Pour* water on the fire, that Albert may not see to *pore* over that foolish picture illustrating the *pores* of the skin;" "The *bear* tore his *bare* leg in such a manner that I could not *bear* to look at it."*

Pupils should be required to keep a list of the words which they misspell, and to rewrite them frequently, in sentences and separately.

Written and oral spelling should be combined. The best results are obtained by addressing both eye and ear.

Oral spelling should be made an aid to correct pronunciation. Pupils should be required to pronounce and spell each word in a clear, natural tone of voice, making a slight pause between the syllables. This is bet ter than the following tedious, confusing process: i-n in c-o-m com incom p-r-e pre incompre h-e-n hen incomprehen s-i si incomprehensi b-l-e ble incomprehensible.

In oral spelling, the teacher may stimulate the interest of the pupils by allowing them to "go up," or to win rank by correcting misspelled words, and an occasional old-fashioned spelling-match will add fresh zeal to the work.

It is believed that the "directions" given in connection with the different lessons throughout this book will aid both teacher and pupil.

In most of the lessons on synonyms the teacher will notice that each group of synonymous words has a certain relation to the following group. This will enable the pupil, in writing illustrative paragraphs, to pass, by an easy transition, from one group to another, weaving the whole into one connected composition. The importance of this work in synonyms can hardly be overestimated.

For suggestions concerning the teaching of word-analysis see p. 163.

* The last two illustrations are typical sentences from a popular *English* word book—one from which American compilers have drawn most largely.

PART I.

Lesson 1.

ā, *long,* in hāte.

To the pupil.—Look at each word till you can turn away and see a perfect picture of it in your mind. Study down the columns, then from left to right.

ā	ā	āi	āy
trace	case	aid	lay
chase	place	aim	fray
vase	scale	praise	gray
space	skate	claim	spray
grace	haze	faint	sway
ache	bathe	jail	stray

Direction.—Copy the following sentences. Note carefully the capital letters and the punctuation.

Now comes a faint trace of gray.

The sun will chase away the haze.

Let another man praise thee.

Where does space begin and end?

The dew bathes every spray.

To the Teacher.—Let the pupils give short sentences orally for the words of the lesson not found in the script exercises. Drill in the pronunciation and the use of the words in the next lesson.

Lesson 2.

ă, *short*, in hăt.

To the Teacher.—Call attention to the silent letters.

ă	ă	ă	ă
badge	spasm	shrank	track
crash	match	snatch	twang
chasm	scalp	sprang	lack
gnash	scamp	thrash	catch
add	scrap	thatch	patch
knack	scratch	batch	quack

Direction.—Copy the following sentences with care. Remember that the punctuation is a part of the written sentence.

Avoid a nasal twang.

He never shrank from duty.

Thatch the roof with straw.

The scamp sprang into the track.

Crash! it went down the chasm.

The dean was famous in his time,
And had a kind of knack at
rhyme.—*Swift.*

To the Teacher.—Call attention to the punctuation, capitals, rhyme, etc.

Lesson 3.

ē, *long*, in mē.

To the pupil.—Look at each word till you can turn away and see a perfect picture of it in your mind. Study down the columns, then from left to right.

ē	ēa	ēa	ēe
eve	bleak	near	kneel
mere	preach	means	cheer
scene	cheat	peak	fleece
scheme	heave	please	screen
sphere	least	sheaf	freeze
theme	leave	streak	queer

Direction.—Copy the following sentences.

Life is but a means unto an end.

Bleak blows the blast.

Least said is soonest mended.

Be of good cheer.

He chose a queer theme.

Was it a scheme to cheat?

How sweet are childhood's scenes!

Her locks are like a golden fleece.

To the Teacher.—Call attention to the silent letters in the next lesson.

Lesson 4.

ĕ, *short,* in mĕt.

Direction.—Study down the columns, then from left to right.

ĕ	ĕ	ĕa	ĕa
debt	fence	breadth	health
dense	hedge	death	meant
tempt	jest	cleanse	stealth
edge	knell	deaf	sweat
pledge	ledge	dread	threat
quench	wedge	dreamt	wealth

Direction.—Copy the following sentences.

An idle man tempts the devil.

Words pay no debts.

Wealth cannot buy health.

The guilty soul dreads death.

Many waters cannot quench love.

Beads of sweat stood on his brow.

A dense hedge served as a fence.

His threat was meant as a jest.

To the Teacher.—Help the pupils to grasp the thoughts contained in these exercises, and encourage them to put meaning into their original sentences.

Lesson 5.

ī, *long*, in prīme. ĭ, *short*, in pĭn.

ī	ī, ȳ	ĭ	ĭ
blithe	twice	bridge	script
knife	gripe	glimpse	shrink
quite	rhyme	niche	stitch
sigh	type	prism	switch
high	scythe	quit	width
prize	pry	rinse	zinc

Direction.—Copy the following sentences.

Up, Fairy! quit thy bower.
A stitch in time saves nine.
Time's scythe mows down all.
I prize your friendship highly.
No lark more blithe than he.
The image stands in the niche.
Keeping time, time, time,
In a sort of Runic rhyme.—Poe.

To the Teacher.—Call attention to the silent letters in the next lesson.

Lesson 6.

ō, *long*, in **nōte.** **ŏ**, *short*, in **nŏt.**

Direction.—Study down the columns, then from left to right.

ō	ōa	ōu, ōw	ŏ
yolk	loan	mourn	knob
folks	hoax	source	copse
comb	loam	though	lodge
gross	roam	owe	notch
ghost	loathe	known	dodge
rogue	hoarse	growth	knock

Direction.—Copy the following sentences.

Idle weeds are fast in growth.
Ghosts exist only in the brain.
The sun is the source of light.
A hoax! cried the young folks.
Knock, knock! Who's there?
Blessed are they that mourn.
Owe no man anything.
The rogue dodged into the copse.

Lesson 7.

*ū, *long*, in **tūbe.**		ŭ, *short*, in **tŭb.**	
dupe	cue	buzz	much
fuse	glue	crumb	numb
lure	sue	crutch	scud
cube	stew	dumb	shrub
plume	news	skulk	snuff
use	slew	judge	such

Direction.—Copy the following sentences.

Evil news rides fast.
Pleasure oft is the lure to sin.
Judge not, that ye be not judged.
Use words that are in good use.
The ship scuds before the gale.
Give the cue, and I will speak.
He is only silent, not dumb.
A cube has six square sides.

To the Teacher.—Drill the pupils on giving the long and the short sound of each vowel.

* See Less. 34.

Lesson 8.

Review.

Direction.—Copy and study the following words.

sphere	ache	zinc	source
breadth	badge	scythe	dodge
knell	gnash	comb	corpse
wedge	scheme	ghost	crumb

Direction.—Copy the following stanza, and pick out the words containing the sounds which you have learned.

Across the blue sky together
Raced three little clouds one day;
The sun they had passed at noon-time,
The west was a league away.
"Oh, he is so slow," they whispered,
"So slow, and so far behind,
We three can be first at sunset
If only we have a mind."—*St. Nicholas.*

To the Teacher.—Talk with the pupils about the punctuation, the peculiar use and arrangement of words, the rhyme, poetic fancy, etc.

Lesson 9.

Words alike in sound (homonyms).

To the Teacher.—We would not advise the memorizing of these partial definitions.

The elliptical expressions will suggest a variety of interesting exercises. They may be filled out and copied, they may be used for oral recitation, or they may be written in class from dictation and corrected by exchange of slates.

ā, ē, ī, ō, ū, ȳ.	ă, ĕ, ĭ, ŏ, ŭ, ў.
1 **pain**, ache. **pane**,—of glass.	6 **bad**, not good. **bade**, told.
2 **be**, to exist. **bee**, an insect.	7 **bell**,—for ringing. **belle**, a fine, gay lady.
3 **stile**, steps over a fence. **style**, fashion, manner.	8 **him**, that man or boy. **hymn**, a sacred song.
4 **hole**, an opening. **whole**, all.	9 **knot**, a tie; a hard place in wood. **not**, a word of denial.
5 **blew**, did blow. **blue**, a color.	10 **but**, a connecting word. **butt**, larger end; to strike with the head.

Direction.—*Put the right word in the right place.*

The (5) sky bends over all.—*Coleridge.* 'Tis (9) the (4) of life to live.—*Montgomery.* Sweet is pleasure after (1).—*Dryden.* So sweetly she (6) me adieu.—*Shenstone.* Thus (6) begins and worse remains behind.—*Shakespeare.* By turns a slattern or a (7).—*Goldsmith.* How soft the music of those village (7)s!—*Cowper.* A (2)-hive's hum shall soothe my ear.—*Shakespeare.* The foxes have (4)s.—*Bible.* Green vales and icy cliffs, all join my (8).—*Coleridge.*

(10) he lay like a warrior taking his rest,
With his martial cloak around (8).—*Wolfe.*

"The face against the (1)." "I am sitting on the (3), Mary."—*Old Song.* The (10) of the whip. The beast (10)s me away.—*Shakespeare.* "It (5) a gale." (3) of dress. Untie the (9). (9)ty timber. (2) just and fear (9).—*Shakespeare.*

Lesson 10.

Words alike in sound (homonyms).

To the pupil.—Which of the short sounds is missing here ?

ā, ē, ī, ō, ū.	ă, ĕ, ĭ, ŭ.
1 **made**, did make. **maid**, a young woman.	6 **rap**, to strike. **wrap**, to infold.
2 **hear**, to listen. **here**, in this place.	**cent**, a coin. 7 **scent**, an odor. **sent**, did send.
3 **time**, days, years, etc. **thyme**, an herb.	8 **in**, inside. **inn**, a public house.
4 **wrote**, did write. **rote**, mere repetition.	9 **plum**, a fruit. **plumb**, perpendicular.
5 **knew**, did know. **new**, not old.	

Direction.—*Put the right word in the right place.*

No blush of (1) is sweeter.—*Jean Ingelow.* (2) rests his head upon the lap of earth.—*Gray.* Then waste not (3), for (3) is the stuff that life is (1) of.—*Franklin.* I (2), yet say not much.—*Shakespeare.* Wisdom is not learned by (4). He builded better than he (5).—*Emerson.* Wise poets that (6) truth in tales.—*Carew.* I (7) the morning air.—*Shakespeare.* Shall I not take mine ease (8) mine (8)?—*Shakespeare.* Prunes are dried (9)s. The wall is (9). The Greeks burned the fragrant (3) as an offering to the gods. The baby, (5) to earth and sky.—*Holland.* There came a tapping as of some one gently (6)ping.—*Poe.* Jonah was (7) to Nineveh. Take care of the (7)s. The angel (4) and vanished.—*Leigh Hunt.*

To the Teacher.—The time of one recitation could be very profitably spent in aiding the pupils to develop the thoughts contained in some of the quotations. The quotations might be copied for another exercise.

Lesson 11.

ä, *Italian*, in **fär.**

ä	ä	ä	äu
calf	ah	czar	jaunt
half	jar	arch	laugh
alms	scar	gape	daunt
calm	bath	parch	gaunt
salve	farce	wrath	haunt
psalm	barge	starve	craunch

Direction.—Copy the following.

A soft answer turneth away wrath.
After tempests come such calms.
I laugh that I may not weep.
It was a scar nobly got.
Famine comes like a gaunt wolf.
No threat shall daunt us.
Well begun is half done.

To the Teacher.—Call attention to the silent *l*'s in the first column, the silent *p* and *l* in *psalm*, and the silent *c* in *czar*.

Lesson 12.

a̤, *broad,* in **a̤ll.**

Direction.—Study down the columns, then from left to right.

a̤	a̤	a̤u	a̤w
talk	false	vault	fawn
balk	waltz	sauce	dawn
walk	dwarf	faults	gnaw
stalk	sward	gauze	yawn
scald	squall	caught	crawl
chalk	thwart	naught	scrawl

Direction.—Copy the following.

Talk little, and think much.

'Tis the dawn of the Fairy day.

Our own misdoing balks our plans

He was false; the fault was his.

Gauze was first made in Gaza.

Naught is seen in the vault on high.

To the Teacher.—Let the pupils see that *u* and *w* in the second column stand for the consonant sound of *w*, and that in the third and fourth columns *u* and *w* unite with *a* to equal **a̤**.

Drill on the pronunciation of the next lesson. See note, next page.

Lesson 13.

* **ȧ**, *intermediate* (between **ă** and **ä**), in **ȧsk.**

† **â**, *long before r*, in **câre.**

ȧ	ȧ	ȧ	â, âi, eâ
last	lance	vast	scare
bask	dance	task	scarce
class	glance	staff	lair
grass	prance	quaff	chair
glass	chance	grasp	wear
clasp	branch	stanch	swear

Direction.—Copy the following.

Chance and change are busy ever.
Much rain wears the marble.
The long day's task is done.
On with the dance!
Scornful glances wound the lowly.
The boy was the staff of my age.

* **ȧ** represents one of the finest sounds of our language, and, when correctly given, adds much to the beauty of oral discourse. Avoid the extremes **ă** and **ä**.

† **â** represents the first, or "radical," part of **ā**, touched lightly, without the "vanish," or *e* sound. **â** is nearly equivalent to **ĕ** prolonged before *r*—**f ĕ r.**

Lesson 14.

o̤, in d̤o̤ (like o͞o in m̤o͞on).

To the pupil.—Be careful not to give the *ṳ* and *ew*, in this lesson, the sound of *u͞*. Study down the columns, then from left to right.

o̤	o͞o = o̤	ṳ = o̤	o̤u, ew = o̤
*lose	woo	ruse	group
tomb	ooze	sure	wound
move	*loose	truce	through
prove	noose	brute	grew
whom	soothe	crude	strew
whose	smooth	spruce	shrewd

Direction.—Copy the following.

Prove all things.
Make no truce with error.
The smooth stream gently flows.
God moves in a mysterious way.
Gilded tombs do worms infold.
Hard eyes oozed pitying tears.
Strew flowers in life's way.

* Be careful to distinguish, in pronunciation, *lose* and *loose*. In the former *s* has the sound of *z*, in the latter its natural or sharp sound.

Lesson 15.

ụ in **pụll** (like **o͝o** in **wo͝ol**).

***ũ** (**ŭ** before *r*) in **fũr** (like **ô** in **wõrk**, **ẽ** in **hẽr**, **ĩ** in **sĩr**).

Direction.—Study down the columns, then from left to right.

ụ = o͝o	ũ, õ	ẽ	ĩ
full	purr	err	stir
soot	durst	fern	dirge
bush	purse	pert	whirl
push	word	herb	mirth
nook	worm	stern	thirst
shook	worst	verse	squirm

Direction.—Copy the following.

How forcible are right words!
Mirth can into folly glide.
Winter loves a dirge-like sound.
Fern seeds grow on the leaf.
The worst praise is self praise.
He writes a noble verse, and full
Of things that stir the blood.

* Between **ŭ** and **ĕ**. Some careful speakers discriminate between **ũ** (= **õ**) and **ẽ** (= **ĩ**), making the former a modification of **ŭ**, and the latter of **ĕ**.

Lesson 16.

*oi in oil. *ou in out.

Direction.—Study down the columns, then from left to right.

oi, oy	ou	ou	ow = ou
hoist	cloud	scout	scowl
voice	doubt	scour	frown
quoit	hound	ounce	crowd
moist	flounce	slouch	crown
choice	bounce	shroud	drowse
cloy	drought	pounce	browse

Direction.—Copy the following.

Words are the voice of the heart.
Every cloud has a silver lining.
Our doubts are traitors.
A good name needs no scouring.
This evil shrouds all in gloom.
The hoary head is a crown of glory.

* oi = ạ̈ĭ, and ou = ä̤o̤ (not ă̤o̤).

Lesson 17.

Review.

Direction.—Copy and study the following words.

czar	*swear*	*sure*	*quoit*
alms	*waltz*	*ooze*	*doubt*
salve	*gnaw*	*tomb*	*whirl*
psalm	*chalk*	*shrewd*	*squirm*

Direction.—Copy the following stanza, and note the letters standing for the sounds you have learned.

The winds are whist, and the owl is still,
The bat in the shelvy rock is hid,
And naught is heard on the lonely hill
But the cricket's chirp and the answer shrill
Of the gauze-winged Katy-did,
And the plaint of the wailing whip-poor-will.

"The Culprit Fay."—Drake.

Lesson 18.

Words alike in sound (homonyms).

	ā, ă, ä, ạ, å.		â, ē, ĕ, ī, ĭ.
1	**ate**, did eat. **eight**, a number.	6	**stâre**, to gaze. **stâir**, a step.
2	**jam**, preserved fruit; to squeeze. **jamb**, side-piece of a door or a fire-place.	7	**rēad** a book. **reed**, a slender stalk.
3	**hart**, a male deer. **heart**, the seat of life.	8	**rĕad**, did rēad. **red**, a color.
4	**all**, the whole of. **awl**, a pointed tool.	9	**die**, to expire; a stamp. **dye**, a color.
5	**draft**, an order for money; a selection of men. **draught**, act of drawing; a drink; a current of air.	10	**knit**,—with needles; to unite. **nit**, the egg of an insect.

Direction.—*Put the right word in the right place.*

They never fail who (9) in a great cause.—*Byron.* (7)ing maketh a full man.—*Bacon.* Not (4) that glitters is gold.—*Proverb.* To thee the (7) is as the oak.—*Shakespeare.* And (4) the world would (6).—*Cowper.* A beautiful (8) (9) is made from the bodies of insects. As the (3) panteth after the water brooks.—*Bible.* To sit in a (5) of air and drink (5)s of cold water. (10) stockings. Broken bones will (10). A flight of (6)s. We (1) breakfast at (1) o'clock. The (10) contains the germ of life. A shoemaker's (4). To (2) the finger. The (2) of the door. You should have (8) the (5) before cashing it. Look, then, into thy (3), and write.—*Longfellow.*

To the Teacher.—The copying of these elliptical exercises and the development of the thoughts suggested might profitably be given for separate lessons.

Lesson 19.

Words alike in sound (homonyms).

To the pupil.—Are all the sounds of *o* and *u* found here?

ō, o͝, ū.	ŭ, u̇, ū (o͝, ē, ĭ).
1 **fore**, in front. **four**, a number.	6 **sun**, the source of light. **son**, a male child.
2 **forth**, forward. **fourth**, last of four.	7 **wood**,—from trees; a forest. **would**; as, "He *would* not."
3 **to**; as in "*to* write *to* me." **too**; as in "*too* much for me *too*." **two**, a number.	8 **fir**, a tree. **fur**, fine, soft hair.
4 **threw** (ew = o͝), did throw. **through**; as, "*through* a board or a gate."	9 **earn**, to gain. **urn**, a vase or vessel.
5 **hew**, to cut. **hue**, color.	10 **whirl**, to turn rapidly. **whorl**, a circle of leaves.

Direction.—*Put the right word in the right place.*

(9) rest from labor.—*Milton.* A wise (6) maketh a glad father.—*Bible.* Let not the (6) go down upon your wrath.—*Bible.* There is a pleasure in the pathless (7)s.—*Byron.* Go (2) under the open sky.—*Bryant.* (3) proud (3) learn.—*Cowley.* As brown in (5) as hazel nuts.—*Shakespeare.* (5) thee (3) tables of stone.—*Bible.* I (7) not live alway.—*Bible.* Passed like a shadow (4) the field.—*Tennyson.* "The glorious (2)." The (3) (1) feet and the (3) hind feet make (1) feet. The pine and the (8) give us timber, pitch, tar, etc. The sailors (4) Jonah into the sea. The (8) trade of Alaska. The loud hissing (9) throws up a steamy column.—*Cowper.* The leaves grow in (10)s around the stem. Gray, iron skies and (10)s of March dust.—*Carlyle.*

Lesson 20.

*Signs used for ā.

ā = āi, āy, e͟i, e͟y, eā, āu.

Direction.—Study down the columns, then from left to right.

ā	ā	ā	ā
brace	quaint	bray	they
glaze	frail	tray	whey
craze	maim	dray	ey'ry
plague	strain	ray	break
vague	train	skein	great
graze	chaise	freight	gauge

Direction.—Copy the following.

Life is a tangled skein.

Folly brings evil in its train.

He shall break their bonds.

Your ideas are too vague.

He drove a quaint old chaise.

A fault glazed over is not cured.

Frail vessels carry light freight.

---

* The long sound of a single vowel followed by a consonant is often indicated by a final **e**, and the short by the absence of the **e**; as, *cāpe, căp, hāte, hăt, hōpe, hŏp*, etc.; but *bădе* and *hăve* (*ax* or *axe*, *adz* or *adze*) are exceptions.

ŭ usually has no substitutes, *plăid* and *guăranty* being exceptional.

Lesson 21.

Signs used for ä, a̤, and â.

ä = äu, eä, uä.
a̤ = a̤w, a̤u, ôu, ô, eô, oa̤.
â = âi, eâ, êi, ê.

ä	a̤	a̤	â
flaunt	drawl	thought	flare
launch	lawn	wrought	lair
taunt	squaw	gorge	tear
heart	sprawl	thorn	heir
hearth	daub	broad	where
guard	fraud	George	e're

Direction.—Copy the following. Note the sounds of *a* in the last two lines.

Our thoughts are heard in heaven.
Fraud cheats the doer most.
Where there's a will there's a way.
Look before you ere you leap.
Never answer a taunt.
Up, guards! and at them.
Evil is wrought by want of thought
As well as want of heart.—Hood.

Lesson 22.

Signs used for ē and ĕ.

ē = ēa, ēe, iē, ēi, ī, ēy, uay, ēo.
ĕ = ĕa, ai, ĕo, a, ĕi, uĕ, iĕ, ay, u.

ē	ē	ĕ	ĕ
leaf	fierce	death	man'y
plea	seize	breath	heif er
cease	va lise'	said	guess
squeak	key	a gain'	friend
steer	quay	leop'ard	says
sneeze	peo'ple	a ny	bur'y

Direction.—Copy the following.

Bear up and steer right onward.
In his grave rained many a tear.
Death borders upon our birth.
We all do fade as a leaf.
Sweet is the breath of morn.
Can the leopard change his spots?
We all guess more than we know.
Good sense is the best culture.

Lesson 23.

Signs used for ī and ĭ.

ī = ȳ, īe, uī, eī, ȳe, uȳ, aī, eȳe.
ĭ = y̆, uĭ, ee, e, u, ĭe, o.

ī	ī	ĭ	ĭ
flight	guide	prince	been
writhe	height	since	pret'ty
lyre	rye	lynx	En glish
style	buy	myth	bus y
tie	aisle	build	sieve
pie	eye	guilt	wom'en

Direction.—Copy the following.

Error is not always guilt.
The busy have no time for tears.
Every myth conveys a truth.
Put not your trust in princes.
Drink, pretty creature, drink.
The lynx has a sharp eye.
The poet touched his lyre.
The simplest style is the best.

Lesson 24.

Signs used for ō, ŏ, o͝o.

ō = ōa, ōw, ōu, ōe, ōo, ew, eau.
ŏ = ą, ŏw.
o͝o = ōō, u͝, o͝u, ew, u͝i, u͝e, o͝e.

ō	ō	ŏ	o͝o
brogue	gourd	prompt	scoop
sword	foe	chaps	prune
shoal	woe	swamp	tour
goal	floor	swap	screw
sown	door	watch	bruise
bowl	sew	wand	true
court	beau	knowl'edge	shoe

Direction.—Copy the following.

One kindness prompts another.
The grave is not life's goal.
Watchman, what of the night?
Knowledge comes; wisdom lingers.
Teach me to feel another's woe.
The fairy waved her wand.
The pen is mightier than the sword.

Lesson 25.

Signs used for ū, ŭ, ụ, ũ.

ū = ew, ūe, eū, ūi, ieū, iew, eaū.
ŭ = o̊, oŭ, o̊o, o̊e.
ụ = o͝o, o͞, oụ.
ũ = ĕ, ĭ, ŏ, ĕa, ŏu, y̆.—See note p. 21.

ū	ŭ	ụ	ũ
clew	once	pull	verge
deuce	sponge	crook	twirl
sub due′	front	wool	world
juice	touch	bos′om	earth
—a dieu′	young	wom an	hearse
view	blood	could	scourge
beau′ty	does	should	myr′tle

Direction.—Copy the following.

Good-by, proud world!
We cannot sponge out our record.
The scourge falls on every back.
We stand on the very verge.
We need some clew to guide us.
The earth is full of beauty.

Lesson 26.

Review.

Direction.—Copy the following words.

any	*deuce*	*gauge*	*people*
seize	*adieu*	*writhe*	*leopard*
eyry	*heifer*	*pretty*	*English*
aisle	*valise*	*guard*	*wrought*
busy	*many*	*women*	*knowledge*

Direction.—Copy the following, and note the letters standing for sounds you have learned.

Suppose your task, my little man,
Is very hard to get;
Will it make it any easier
For you to sit and fret?
And wouldn't it be wiser
Than waiting like a dunce
To go to work in earnest
And learn the thing at once?

Phœbe Cary.

Lesson 27.

Words pronounced alike (homonyms).

	ā.		â.
1	**gait**, manner of walking. **gate**, a kind of door.	6	**bare**, naked. **bear**, an animal; to suffer.
2	**grate**, to rub roughly;—for a fire. **great**, large, noble.	7	**fair**, beautiful; just; a market. **fare**, food; cost of passage.
3	**hail**, frozen rain; to salute. **hale**, sound, healthy.	8	**hair**,—of the head. **hare**, an animal.
4	**lain**, reclined. **lane**, a narrow road.	9	**pair**, a couple. **pare**, to cut off. **pear**, a fruit.
5	**mail**, a bag of letters; armor. **male**, a he-animal.	10	**their**, belonging to them. **there**, in that place.

Direction.—*Put the right word in the right place.*

Hark! the lark at heaven's (1) sings.—*Shakespeare.* (3), holy light!—*Milton.* To (6) is to conquer our fate.—*Campbell.* None but the brave deserve the (7).—*Dryden.* The very (8)s of your head are all numbered.—*Bible.* It is a long (4) that has no turning.—*Proverb.* The (2) fishes eat up the little ones.—*Shakespeare.* The (5) bird wears the finest clothes. We thought him strong and (3).—*Swift.* Does he not strut in his (1)?—*Shakespeare.* The grizzly (6) of the Rocky Mountains. A bright fire in the (2). (2) the teeth. Send by (5). We paid (10) (7). He has (4) down. The trees are (6). Coat of (5). Coarse but healthful (7). (9) the apple. Ay, (10) is the rub.—*Shakespeare.* An old (9) tree. Like a (9) of loving turtle doves.—*Shakespeare.* They have the voice of lions and the act of (8)s.—*Shakespeare.*

To the Teacher.—Explain the more difficult expressions. The copying of these quotations might be given for a separate lesson.

Lesson 28.

Words pronounced alike (homonyms).

ā.	â, ạ.
1 **ale**, a kind of beer. **ail**, to be ill.	**tare**, a weed; weight allowed. 6 **tear**, to pull apart.
base, very mean; foundation. 2 **bass**, a part in music.	**ware**, goods. 7 **wear**, to have on.
brake, for stopping wheels; 3 a fern; a thicket. **break**, to part by force.	**ball**, a round body. 8 **bawl**, to shout.
frays, quarrels; rubs. 4 **phrase**, related words.	**hall**, a passage way; a 9 large room. **haul**, to drag or draw.
5 **main**, chief. **mane**, long hair on an animal's neck.	10 **pause**, a stop. **paws**, feet of a beast.

Direction.—*Put the right word in the right place.*

All creatures look to the (5) chance.—*L'Estrange.* This rock shall fly from its firm (2) as soon as I.—*Scott.* Like a dew-drop from the lion's (5).—*Shakespeare.* The (3)ing waves dashed high.—*Hemans.* We (7) a face of joy.—*Wordsworth.* The deer has sought the (3).—*Scott.* The parable of the (6)s of the field.—*Bible.* I (10) for a reply.—*Shakespeare.* Bloody (4). Faneuil (9), Boston. What can (1) him! A good (2) voice. The cloth (4) badly. Do not (6) away thyself from me.—*Shakespeare.* Brew (1) from barley and hops. Apply the (3), and stop the car. A neat (4), full of meaning. "Tin (7) to mend." Pitch the (8). The bear strikes heavy blows with his (10). Galling his kingly hands (9)ing ropes.—*Shakespeare.* A little child was (8)ing, and a woman chiding it.—*L'Estrange.*

To the Teacher.—These exercises might be copied for a separate lesson. With some help the pupils could profitably change some of the quotations into their own language.

Lesson 29.

Words pronounced alike (homonyms).

	ā.		â, ạ, ä.
1	**nay**, no. **neigh**, the cry of a horse.	6	**air**, what we breathe. **e'er**, ever. **ere**, before. **heir**, one who inherits.
2	**pail**,—for water, etc. **pale**, white.	7	**quarts**, more than one quart. **quartz**, a kind of rock.
3	**plait**, to fold ; a fold. **plate**, a dish.	8	**aught**, anything. **ought**, is bound by duty.
4	**sail**,—of a ship ; to move through the water. **sale**, a selling.	9	**arc**, a part of a circle. **ark**, a vessel.
5	**slay**, to kill. **sleigh**,—for travelling on snow.		

Direction.—*Put the right word in the right place.*

A dewy freshness fills the silent (6).—*Southey.* The (2), high-foaming with a milky flood.—*Pope.* Let (2)-faced fear keep with the mean-born man.—*Shakespeare.* Make us (6)s of all eternity.—*Shakespeare.* (7) scratches glass easily.—*Dana.* Though he (5) me, yet will I trust him.—*Bible.* Come down (6) my child die.—*Bible.* The earth being round, a ship must (4) over an (9). The (3)s on which we fed.—*Dryden.* A ready (4) for them.—*Spenser.* The soldiers (3)ed a crown of thorns.—*Bible.* The (5) of the Esquimau is drawn by dogs. I tell you (1).—*Bible.* Eight persons were saved in the (9). The horses (1). Four (7) make a gallon. The question, wrangle (6) so long, is only this.—*Pope.* These things (8) not so to be. But go, my son, and see if (8) be wanting.—*Addison.*

To the Teacher.—Lead the pupils to put into their own language the best thoughts here suggested. A lesson in copying might be added.

Lesson 30.

*A Review of Marked Letters.

Direction.—Pronounce the word, and then give the sound of *its* marked letter. Be able to give other words that would be marked in the same way.

1. ā, *long,* in **hāte.**
2. ă, *short,* in **hăt.**
3. ä, *Italian,* in **färr.**
4. ạ, *broad,* in **ạll.**
5. ȧ, *intermediate,* in **ȧsk.**
6. â, *long before r,* in **câre.**

1. ē, *long,* in **mē.**
2. ĕ, *short,* in **mĕt.**

1. ī, *long,* in **pīne.**
2. ĭ, *short,* in **pĭn.**

1. ō, *long,* in **nōte.**
2. ŏ, *short,* in **nŏt.**
3. ọ (like *long* o͞o) in **dọ.**

1. ū, *long,* in **tūbe.**
2. ŭ, *short,* in **tŭb.**
3. ụ (like *short* o͝o) in **pụll.**
4. ű (before *r*) in **fűr.**

oi and **oy** (unmarked = ạĭ), in **oil, toy.**

ou and **ow** (unmarked = ä o͞o), in **out, now.**

One letter used for another.

ạ = ŏ, as in **whạt.**
ê = â, as in **whêre, hêir.**
ę = ā, as in **ęight.**
† ẽ = ű (nearly), as in **hẽr.**
ï = ē, as in **polïce.**
ĩ = ū (nearly), as in **sĩr.**
ȯ = ŭ, as in **dȯne.**
ọ = ụ, as in **wọlf.**

ô = ạ, as in **fôrm.**
õ = ű, as in **wõrm.**
o͞o = ọ, as in **mo͞on.**
o͝o = ụ, as in **wo͝ol.**
ụ = ọ, as in **rụde.**
ȳ = ī, as in **flȳ.**
y̆ = ĭ, as in **myth.**

* **To the Teacher.**—The age and ability of the pupil must determine how much of this work should be attempted here.

The marks here given are those used in Webster's dictionary, except **ű** and **ő.** For the former Webster has **ū,** and for the latter he has no mark.

When one vowel of a diphthong is marked, the other is silent.

† See note, p. 21.

Lesson 31.

Pronunciation.

To the Teacher.—Children learn to pronounce by imitation. Much will depend on your own practice.

One may be aided in getting an intermediate sound by first giving the two extremes; as, ä, ă, à.

These lessons in pronunciation should be frequently repeated, and correct pronunciation should be insisted on in the pupil's reading, recitation, and conversation.

Direction.—Practice on the following words till the correct pronunciation becomes the natural one.

äunt, ăn, ânt, päth, păt, pâss,
bäth, bâsk, bälm, brâss, cälf, câsk,
cälm, câst, gäpe, grâsp, läth, lâst,
pälm, pânt, psälm, pâst, wräth, wâft,
älms, hälf, sälve, däunt, hăunt, jäunt,
läugh, läunch, täunt, jäun'dice, säun'ter,
[1]äl'mond, so prä'no, ad vânce', âft'er, a lâs',
bâs'ket, blânch, blâst, brânch, câst,
châff, chânce, chânt, clâsp, clâss, crâft,
con trâst', dânce, drâft, fâst, flâsk,
gâsp, ghâst'ly, glânce, glâss, grânt,
grâss, lâss, mâsk, mâss, mâst,
pâs'tor, plâs'ter, prânce, pâst'ure, quâff,
râft, râft'er, râsp, shâft, slânt,
stâff, tâsk, trânce, vâst, mâs'ter.

Pronunciation.—[1] ä'mund.

Lesson 32.

Marked Letters.

Direction.—Study the spelling, the pronunciation, and the marks.

blāze	blȧnch	mĭnce	chō͞ose
trāit	trȧnce	nўmph	sūit
lăpse	spâre	fōrge	fe͞ud
hăve	spēech	flōwn	nŭdge
chärge	gu͞est	brŏnze	scrŭb
väunt	blīght	bŏtch	bu̇ll
ba̤ld	līthe	so̤up	ūrge

Direction.—Copy the following.

Speech is silver; silence is gold.
Suit the action to the word.
Charity vaunteth not itself.
Her cheeks blanched with fear.
In a trance I saw a vision.
The elephant's trunk is lithe.
Frosts blight the tender plants.
The soul is the body's guest.

Lesson 35.

Marked Letters.

One letter used for another.

Direction.—Learn to spell and to use these words, and find what sound each marked letter represents.

squạd	jẽrk	tǫngue	wõrth
squạsh	gẽrm	shǫve	brŏŏk
thêir	~po lïce′	scôrn	rụde
nê'er	ra vïne	côrk	frụit
~dẹign	dïrt	wọlf	guȳ
o bẹy′	shïrk	wõrse	~rhўthm

Direction.—Copy the following.

The tongue is an unruly evil.
Ne'er saw I a calm so deep!
To obey is better than sacrifice.
Be not rude even to the rude.
Scorn to shirk a duty.
Neither rhyme nor rhythm here.
Join the "awkward squad."
The brook ran through a ravine.

LESSON 34.

Pronunciation.

Caution.—The sound of *o* in these words is between *ŏ* in *nŏt* and *ạ* in *ạll*. Avoid the two extremes; the former is considered pedantic, and the latter vulgar.

Direction.—Practice on these words till the correct pronunciation becomes the natural one.

off, scoff, cof'fee, cof'fin, of'fice, of'fer,
broth, froth, cloth, soft, loft, lost,
cost, frost, oft'en, cross, loss, moss,
toss, gloss, dross, gone, long, prong,
song, strong, throng, wrong, mock.

Caution. *ū* = *yo͞o*. After *d, t, l, n,* and *s*, it is not easy to give the *y* sound of *ū*, so careless speakers say *do͞oty* and *to͞on* for *dūty* and *tūne;* but some, who are over-nice or affected, say *dyo͞oty* and *tyo͞on*, making the *y* too distinct. Avoid both extremes. Good speakers touch the *y* very lightly, or, rather, let it sink into a *very brief ĕ*.

Direction.—In the first six words that follow make the *y* sound of *ū* distinct; in the others touch the *y* (or the *ĕ*) very lightly.

u'nit, cube, pu'ny, pure, mule, mute,
duke, du'ty, ad duce', flute, lu'cid, lure,
nude, nui'sance, sue, su'et, suit,
tune, tu'tor, Tues'day.

Direction.—In the following words drop the *y* sound entirely, and pronounce *u* and *ew* like *o͞o* (*u͞* after *r, sh, ch*).

rude, rule, ru'in, ru'by, ru'ral, ru'mor,
true, truce, tru'ant, brute, sure, as sure',
is'sue, drew, chew, grow, bruise, fruit.

Lesson 35.

Words pronounced alike (homonyms).

ā.	ā and ă.
1 **stake**, a post; a sum risked. **steak**, a slice of meat.	6 **lade**, to load. **laid**, placed.
2 **wade**, to walk in water. **weighed**, did weigh.	**rain**, water from the clouds. 7 **reign**, to rule. **rein**, for a horse.
3 **wait**, to stay. **weight**, heaviness.	8 **vale**, a valley. **veil** (or vail), a covering.
4 **waist**, part of the body. **waste**, to destroy.	9 **dam**, to confine water. **damn**, to condemn.
5 **waive**, to put off. **wave**, — of the sea; — to wave the hand, etc.	10 **tacks**, small nails. **tax**, a government charge.

Direction.—*Put the right word in the right place.*

Learn to labor and to (3).—*Longfellow.* Down the lovely (8) of leisure.—*Jean Ingelow.* The thirsty earth soaks up the (7).—*Cowley.* Thou art (2) in the balances.—*Bible.* Birds that (2) have long legs and long necks. Haste makes (4).—*Proverb.* The (8) of the temple was rent.—*Bible.* (9) no man without a hearing. England may as well (9) up the waters of the Nile with bulrushes.—*Mrs. Child.* (10) for the carpet. A (1) for dinner. A (1) for the vine. A belt for the (4). Colts and children need a steady (7). In the (7) of George III. a (10) was (6) on tea. Bend under any (3).—*Shakespeare.* We will (5) our claim. Do not (6) the memory with worthless freight. "A life on the ocean (5)." And the star-spangled banner, O long may it (5)!—*F. S. Key.*

To the Teacher.—For another exercise, the pupils might copy the quotations above. Help them to study the thought and the language.

Lesson 36.

Words pronounced alike (homonyms).

	ē.		ē.
1	**beach**, shore. **beech**, a tree.	6	**feat**, an exploit. **feet**, more than one foot.
2	**beat**, to strike. **beet**, a vegetable.	7	**flea**, an insect. **flee**, to run away.
3	**beer**, a drink. **bier**, a frame for carrying the dead.	8	**heal**, to cure. **heel**, a part of the foot.
4	**creak**, to make a harsh sound. **creek**, a small stream or bay.	9	**key**,—for a lock. **quay** (or key), a wharf.
5	**dear**, costly; beloved. **deer**, an animal.	10	**knead**, to work dough. **need**, to want.

Direction.—*Put the right word in the right place.*

With stories told of many a (6).—*Milton.* At the foot of yonder nodding (1).—*Gray.* Be ye followers of God, as (5) children.—*Bible.* The timbers (4) and the roaring waves (2) upon the (1). Sugar is sometimes made from the white (2). (3) is made from malt and hops. The boat left the (9) and dropped down the (4). On the (3) we are all equal. (10) bread with the hands before baking. "A (7) in the ear." (6) was I to the lame.—*Bible.* We may (7) some evils; some we must crush under the (8). The male (5) has branching horns. The (9)s of the kingdom of heaven.—*Bible.* Physician, (8) thyself.—*Bible.* He that is down (10) fear no fall.—*Bunyan.*

To the Teacher.—These elliptical exercises will furnish additional lessons in copying and in composition.

Lesson 37.

Words pronounced alike (homonyms).

ē	ĕ
1 **leaf**,—of a tree, book, etc. **lief**, willingly.	6 **bread**, food. **bred**, brought up.
2 **leak**, to trickle in or out. **leek**, a plant.	7 **cell**, a small close room. **sell**, to give for money.
3 **meat**, animal food; food. **meet**, to come together; suitable. **mete**, to measure.	8 **lead**, a metal. **led**, did lead.
4 **peace**, quiet. **piece**, a part; a composition.	9 **rest**, quiet; remainder. **wrest**, to pull away by twisting.
5 **peal**, a loud noise. **peel**, to strip off the skin or bark.	10 **berry**, a small fruit. **bury**, to put underground.

Direction.—*Put the right word in the right place.*

Men are (8) by trifles.—*Napoleon.* (6) is the staff of life.—*Swift.* Flights of angels sing thee to thy (9)!—*Shakespeare.* I (10) all unkindness.—*Shakespeare.* I will make him an help (3) for him.—*Bible.* Extremes (3).—*Proverb.* The (1) feeds from the earth and the air. The (2) is the emblem of Wales. A gentleman well (6).—*Shakespeare.* With what measure ye (3).—*Bible.* We pare apples and (5) oranges. To (7) one's life dearly. The guilty secret will (2) out. The secret (9)ed from me.—*Milton.* The hermit's (7). Break into (4)s. The (4) of nature is broken by a (5) of thunder. His (3) was locusts and wild honey.—*Bible.* The roasted (10) of the coffee tree. I have a soul of (8).—*Shakespeare.* I had as (1) be a Scotchman.—*Junius.*

To the Teacher.—Help the pupils to grasp the thoughts found here. An additional lesson in copying might be given.

LESSON 38.

Some of the Distinguished Literary Men of America.

Washington Irving.
Nathaniel Hawthorne.
Oliver Wendell Holmes.
Ralph Waldo Emerson.

William Cullen Bryant.
Henry Wadsworth Longfellow.
John Greenleaf Whittier.
James Russell Lowell.

Lives of great men all remind us
We can make our lives sublime;
And, departing, leave behind us
Footprints on the sands of time.

Longfellow.

Lesson 39.

Words pronounced alike (homonyms).

1 **one**, a number.
won, gained.

2 **beau**, a gay, foppish man.
bow, something curved.

3 **boar**, a male swine.
bore, to make a hole.

4 **been**, existed.
bin, a box.

5 **rye**, a grain.
wry, twisted.

6 **choose**, to select.
chews, does chew.

7 **berth**, sleeping place in a ship.
birth, coming into life.

8 **choir**, a band of singers.
quire, twenty-four sheets of paper.

9 **bough**, a branch.
bow, to bend; a bending; front part of a ship.

10 **coarse**, rough.
course, way, career.

Direction.—*Put the right word in the right place.*

Best things are hardest (1). (1) touch of nature makes the whole world kin.—*Shakespeare.* The Saxons hunted the wild (3). The (2) advanced with a graceful (9). I do set my (2) in the cloud.—*Bible.* A (5) face. A (4) of (5). Men (3) into the ground for oil. We have (4) learners from our (7). We (6), but God directs our (10). My (7) was near the (9) of the vessel. Twenty (8)s make a ream. A ruminant animal (6) the cud. The song birds are nature's (8). To copy, in my (10) English, his beautiful expressions.—*Dryden.* Superfluous branches we lop away, that bearing (9)s may live.—*Shakespeare.*

To the Teacher.—The elliptical expressions may profitably be copied for a separate lesson. Let the pupils talk about the thoughts suggested.

Lesson 40.

Words pronounced alike (homonyms).

1 **dew**, moisture from the air.
due, owing; proper.

2 **doe**, a female deer.
dough, paste for baking.

3 **ewe**, a female sheep.
you, person spoken to.
yew, a kind of tree.

4 **flew**, did fly.
flue, a passage for smoke.

5 **flour**, ground grain.
flower, a blossom.

6 **foul**, dirty; unfair.
fowl, a bird.

7 **gilt**, gold leaf.
guilt, sin, crime.

8 **groan**, a deep moan.
grown, increased.

9 **heard**, did hear.
herd of cattle.

10 **pray**, to entreat.
prey, plunder.

Direction.—*Put the right word in the right place.*

On hanging cobwebs shone the (1).—*Jean Ingelow.* Behold the (6)s of the air.—*Bible.* (6) deeds will rise.—*Shakespeare.* When spring unlocks the (5)s to paint the laughing soil.—*Heber.* The Lord will not hold him (7)less that taketh his name in vain.—*Bible.* Politeness is the (7) of conduct. The (3) is common in English churchyards. Do (3) (10) to be (9) only by men? Respect is (1) to the aged. A word spoken in (1) season.—*Bible.* A (9) of (2)s and (3)s. We (8) under our load of (7). A swallow's nest in the (4). Large wars have (8) out of petty quarrels. Bolting separates the bran from the (5). The word (4) from mouth to mouth. My cake is (2).—*Shakespeare.* Fox in stealth, wolf in greediness, dog in madness, lion in (10).—*Shakespeare.*

To the Teacher.—These elliptical exercises will furnish matter for additional lessons. The pupils may write or talk about the thoughts here suggested.

Lesson 41.

Words pronounced alike (homonyms).

1 **holy**, sacred.
wholly, entirely.

2 **kill**, to take life.
kiln, a large oven.

3 **knight**, a title of honor.
night, time of darkness.

4 **know**, to understand.
no, a word of denial.

5 **lie**, to rest; to deceive.
lye, from ashes.

6 **links**,—of a chain.
lynx, an animal.

7 **sea**, ocean.
see,—with the eyes.

8 **some**, a part; a few.
sum, amount.

9 **weak**, feeble.
week, seven days.

10 **yoke**,—for oxen.
yolk,—of an egg.

Direction.—*Put the right word in the right place.*

Heaven (5)s about us in our infancy.—*Wordsworth.* I alone of all the Greeks (4) that I (4) nothing.—*Socrates.* (4) man is (1) bad. Love is (1).—*Shakespeare.* You cannot (2) the truth. Thine own true (3), by day or (3).—*Shakespeare.* The (9)s are (6) in the chain of the year. Character is the (8) of conduct. Bricks are baked in a (2). (5) unites with fat to form soap. We (7) our own faults with a bat's eyes, our neighbor's with the eyes of a (6). As brooks make rivers, rivers run to (7)s.—*Dryden.* Strengthen ye the (9) hands.—*Bible.* (10) is the same as *yelk*. Who best bear his mild (10), they serve him best.—*Milton.* (8) said, "John, print it;" others said, "Not so."—*John Bunyan.*

To the Teacher.—Additional lessons based on these elliptical exercises are suggested here, as before.

Lesson 42.

Review.

Direction.—Choose the right word.

1. One man's pleasure is another's (pane, pain).
2. (Stile, style) in dress should be governed by good (scents, sense, cents).
3. "(Their, there) graves are green, they may be seen," the little (maid, made) replied.—*Wordsworth.*
4. All (grate, great) men are in (some, sum) degree inspired.—*Cicero.*
5. Then might'st thou (tare, tear) thy (hair, hare).—*Shakespeare.*
6. Many sounds are so shrill that we do (not, knot) (hear, here) them.
7. A bruised (read, reed) shall he not (brake, break).—*Bible.*
8. Nearly (all, awl) the men able to (bare, bear) arms had (bin, been) (draft, draught)ed into service.
9. The human (hart, heart) is a complete force-pump.
10. When heroes (die, dye), the people mourn.
11. Hurrah! for the (reads, red), white, and (blue, blew)!
12. There are 295 (stairs, stares) in the Bunker Hill monument.
13. (Four, fore) pecks make (one, won) bushel.
14. (Threw, through)the clouds of to-day shines the brightness of the morrow.
15. Prudent living leads to (hail, hale) old age.
16. A (bass, base) nature despises beauty.
17. The lioness has no (mane, main).
18. It is better (two, too, to) (wear, ware) out than to rust out.
19. Some English mansions are called (hauls, halls).
20. The gift without the giver is (bare, bear).

Lesson 43.

Review.

Direction.—Choose the right word.

1. They also serve who only stand and (wait, weight).—*Milton.*
2. The Lord shall (rein, rain, reign) forever.—*Bible.*
3. Beneath my (feet, feat) the (whirl, whorl)ing billows fly.—*Pope.*
4. He (pray, prey)eth best who loveth best.—*Coleridge.*
5. The (pail, pale) light of the moon is reflected from the (sun, son).
6. The (waist, waste)ful man shall live to want.
7. A (vale, vail, veil) of mist enveloped the mountain.
8. A willing (heart, hart) adds feather to the (heel, heal).—*Joanna Baillie.*
9. The (leaf, lief) supplies food for the (bury, berry).
10. (Lead, led) is (won, one) of the (base, bass) metals.
11. The (meet, meat) of (fouls, fowls) is delicate.
12. Genoa was the (birth, berth)place of Columbus.
13. His (bare, bear)d (bows, boughs) were (beet, beat)en with storms.—*Spenser.*
14. The heaviest (dues, dews) fall on clear (nights, knights).
15. Take my (yolk, yoke) upon you.—*Bible.*
16. The (grown, groan)ing ship (flew, flue) over the (sea, see).
17. We are never (two, too, to) old (too, to, two) learn.
18. Eaten (bread, bred) is soon forgotten.—*Proverb.*
19. (Their, there), at the foot of yonder nodding (beach, beech).—*Gray.*
20. Lovely (flowers, flours) are the smiles of God's goodness.—*Wilberforce.*

Lesson 44.

Birds.

To the pupil.—Find out what you can about each of these birds.

owl	quail	pig'eon	o'ri ole
crow	stork	par rot	par tridge
wren	grouse	spar row	blue-jay
gull	thrush	swal low	bob o link
dove	ea'gle	cuck oo	—chick a dee
swan	rob in	os trich	—night in gale
hawk	tur key	ca na'ry	—whip-poor-will

Lesson 45.

What birds do and have.

coo	war'ble	whir	claw
caw	twit ter	poise	beak
chirp	whis tle	perch	plu'mage
cheep	hov er	tal'on	feath ers
car'ol	mi grate	pin ion	giz zard

Direction.—Copy the following, and study the spelling.

Newly wedded, and happy quite,
Careless alike of wind and weather,
Two wee birds, from a merry flight,
Swing in the tree-tops, sing together.

"*The Century.*"

To the Teacher.—These lists contain only those familiar terms which the pupil is liable to misspell; they are not intended to be exhaustive. It may be of interest and profit to let the pupils add to them.

Lesson 46.

Parts of the Body.

eye	knee	thumb	-lăr'ynx
head	-wrist	throat	knuck le
nail	pulse	breast	stom ach
tooth	pälm	tongue	[1]fore'head
cheek	thigh	nerves	shoul der
brain	scalp	an'kle	skel e ton
bēard	skull	pal ate	mus täche'

Lesson 47.

What we Wear.

coat	skirt	a'pron	rib'bon
shoe	shawl	bon net	pet ti coat
hose	bàsque	-pin a fore	o'ver alls
glove	jack'et	col lar	[2]hand ker chief
shirt	mit ten	-trou sers	pan ta loons'
cloak	gai ter	cra vat'	[3]po lo naise

Direction.—Copy the following.

And why take ye thought for raiment? Consider the lilies of the field, how they grow; they toil not, neither do they spin. —*Bible.*

Pronunciation.—[1] fŏr'ed. [2] hang'ker chĭf. [3] po lo nāz'.

Lesson 48.

What we Eat.

Meat.		*Fish.*	
chop	mut'ton	eel	sär'dïne
lamb	sir loin	smelt	stur geon
loin	sau sage	perch	mack er el
beef	kid ney	[1]salm'on	shrimp
veal	ven i son	hal i but	oys'ter
steak	poult ry	her ring	mus sel

Lesson 49.

Vegetables.

kale	tur'nip	[4]spin'ach	cress'es
ŏn'ion	cab bage	cel er y	săl si fy
gar lic	pars nip	mus tard	ar ti choke
car rot	pars ley	chic o ry	pump kin
rad ish	[3]gher kin	po ta'toes	cau li flow er
[2]let tuce	cu cum ber	to mā toes	as par'a gus

Lesson 50.

Fruits.			*Nuts.*
quince	ba nä'nȧ	blue'ber ry	pe can'
lime	cit'ron	[5]whort le ber ry	fil'bert
lem'on	rai sin	(*or*) huck le ber ry	pea nut
mel on	ā pri cot	[6]goose ber ry	wal nut
or ange	cur rant	[7]rasp ber ry	[8]al mond
ber ry	nec tar ine	pŏme grăn'ate	[9]chest nut

Pronunciation.—[1] săm'un. [2] lĕt'tis. [3] gur'kin. [4] spĭn'ej. [5] hwurt'l. [6] gooz. [7] răz. [8] ä'mund. [9] chĕs'nut.

Lesson 51.

Review.

spinach	*wren*	*salmon*
asparagus	*pigeon*	*herring*
mackerel	*raisin*	*palate*
raspberry	*larynx*	*sturgeon*
whortleberry	*almond*	*celery*
pomegranate	*skeleton*	*lettuce*
mustache	*basque*	*turnip*
polonaise	*chestnut*	*gherkin*

Lesson 52.

Various Articles of Food.

toast	sal'ad	om'e let	suc'co tash
cheese	jel ly	muf fin	sand wich
gru̇'el	hon ey	cus tard	dough nut
cook y	bis cuit	chow der	mar ma lade
waf fle	catch up (*or*)	dump ling	sour-crout (*or*)
crŭl ler	cat sup	por ridge	sour-krout

Lesson 53.

Relating to Food and Drink.

mace	so'da	mo las'ses	cof'fee
gin'ger	sal e ra'tus	all'spice	[1]co coa
su gar	vin'e gar	cin na mon	choc o late
sir up	hom i ny	chow chow	brĕak fast
su et	tap i o'ca	mac a rō'ni	[2]vict uals
yeast	gel'a tine	ver mi cel li	lunch eon

Lesson 54.

The Horse, etc.

balk	race	[3]coupé	girth
rear	champ	chaise	crŭp'per
snort	neigh	bug'gy	stir rup
pace	can'ter	car riage	pŏm mel
plunge	whin ny	pha e ton	[4]breech ing
am'ble	gal lop	sulk y	sur cin gle

Lesson 55.

Relatives.		The Wind.	
fa'ther	niece	breeze	cy'clone
moth er	neph'ew	squall	si moon'
pa pä'	cous in	gale	ty phoon
mam mä	daugh ter	zeph'yr	tor na do
un'cle	broth er	tem pest	whirl'wind
äunt	kin dred	hur ri cane	*bliz zard

Pronunciation.—[1] kŏ'ko. [2] vĭt'lz. [3] koo pā'. [4] brĭch'ing.
* A sudden snow-storm, accompanied by a hurricane and extreme cold.

Lesson 56.

The City.

curb	may'or	sa loon'	ca the' dral
gut'ter	av e nue	ten'e ment	me trop o lis
al ley	rail ing	pave ment	em po ri um
sew er	hy drant	lamp-post	—res'tau rant
a re a	hos pi tal	mu ṣē'um	[1]aq ue duct
awn ing	pre cinct	om'ni bus	[2]reservoir

Lesson 57.

The House—without and within.

eaves	at'tic	heärth	clos'et
porch	gar ret	cor'nice	li bra ry
pĭ ăz'zȧ	kitch en	ceil ing	bal us ter
ve ran da	par lor	man tel	bal us trade
bal'co ny	cel lar	[3]cup board	chim ney
—wain scot	fur nace	läun dry	par ti'tion

Lesson 58.

Things in the House.

urn	ket'tle	pitch'er	bu'reau
chi'na	can-is ter	sau cer	scis sors
—cast er	crock er y	scut tle	mir ror
cru et	dredg er	[4]bel lows	cur tain
ba sin	grid i ron	bed stead	mat tress
—tu reen'	cŏl an der	cov er let	ot to man

Pronunciation.—[1] ăk'we dŭkt. [2] rĕz er vwôr'. [3] kŭb'urd. [4] bĕl'lus.

Lesson 59.

Home.

Direction.—Copy and study.

Be it ever so humble, there's no place like home. —*J. Howard Payne.*

The paternal hearth, that rallying-place of the affections. —*Washington Irving.*

He is happiest who finds peace in his home. —*Goethe.*

To Adam, Paradise was home; to the good among his descendants, home is paradise. —*Hare.*

A house is never perfectly furnished for enjoyment unless there is a child in it rising three years old, and a kitten rising six weeks. —*Southey.*

Lesson 60.

Review.

salad	*victuals*	*stirrup*
biscuit	*luncheon*	*zephyr*
cupboard	*omelet*	*cousin*
porridge	*cornice*	*reservoir*
succotash	*nephew*	*tureen*
macaroni	*aqueduct*	*colander*
vermicelli	*carriage*	*bureau*
coffee	*surcingle*	*scissors*

Lesson 61.

Building.

Material.		*Tools.*	
läthṣ	screw	adz *or* adze	trow'el
[1]i'ron	knob	plane	hatch et
mor tar	joist	square	chis el
cĕm ent	gird'er	lāthe	gim let
ƀat tens	scant ling	bev'el	au ger
shin gle	[2]clap board	mal let	com pass es

Pronunciation.—[1] ī'urn. [2] klăb'burd.

Lesson 62.

Wild Animals.

ot'ter	[1]cham'ois	er'mine	—jack'al
rab bit	monk ey	leop ard	—rhi noc'e ros
wea sel	rein deer	squir rel	—[2]ich neu mon
—hy e'na	an te lope	el e phant	ca mel o pard
gi raffe	—bab oon'	rac coon'	o pos sum
ga zelle	go ril la	kan ga roo'	—o rang'-ou tang'

Lesson 63.

Trees.

elm	pälm	pop'lar	ma hog'a ny
birch	cy'press	hick o ry	pal met to
spruce	eb o ny	hem lock	ai lan tus
ol'ive	hol ly	plant ain	syc'a more
co coa	ban yan	al der	ar'bor-vi'tæ
ce dar	[3]chest nut	ca tal'pa	lig'num-vi'tæ

Lesson 64.

Water.

Names.	*Actions.*		*Qualities.*
crēek	purl	seethe	pure
rap'ids	surge	gur'gle	clear
riv u let	spirt	bub ble	tur'bid
cat a ract	spout	spark le	lim pid
fount ain	foam	rip ple	crys tal
cas cade'	ed'dy	trick le	trans pâr'ent

Pronunciation.—[1] shăm'my. [2] Ik nū'mon. [3] chĕs.

Lesson 65.

Earth, Sea, and Sky.

Direction.—Copy and study the following.

Oh, what splendor! The sea, the great, glorious sea, which rolled its great billows toward the shore, lay stretched out before him, and the sun stood aloft like a great flaming altar, there where sea and sky met; everything melted together in glowing colors; the wood sang, and his heart sang too. All nature was a great, holy church, in which trees and floating clouds were the pillars and beams, flowers and grass the velvet carpet, and the heavens themselves the vaulted roof.

Hans Christian Andersen.

To the Teacher.—Help the pupil to see the picture which Andersen here draws.

Lesson 66.

The Country.

field	knoll	verd'ure	cot'tage
stream	plain	ter race	buck et
shrubs	bri'ers	mead ow	or chard
swamp	gar den	past ure	hill ock
ridge	for est	quar ry	mount ain
woods	val ley	prec i pice	pig-sty

Lesson 67.

The Farm.

hoe	scythe	sick'le	drain
spade	mow'er	wag on	ditch
flail	cra dle	bar row	fur'row
plow (*or*)	reap er	crow-bar	dai ry
plough	thrash er	ox en	man ger
trough	har row	cat tle	grăn a ry

Lesson 68.

The Farm.

Kinds of land.		*Fertilizers.*	*Things produced.*
ăr'a ble	ster'ile	[1]guä'no	swath
fer tile	bar ren	muck	[2]wind'row
till a ble	bog gy	ma nure'	*row en
fruit ful	sand y	com'post	fod der
loam y	clay ey	gyp sum	prŏd uce
marsh y	făl low	phos phate	*aft er math

Pronunciation.—[1] gwä'nō. [2] wĭn'rō. * Second growth of grass in a season.

LESSON 69.

Direction.—Copy and study the following.

The Mountain and the Squirrel
Had a quarrel,
And the Mountain called the
Squirrel "Little Prig."
Bun replied:
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together
To make up a year
And a sphere;
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry."

—*Emerson.*

Lesson 70.

Review.

ebony	*giraffe*	*dairy*
terrace	*chamois*	*arable*
cypress	*monkey*	*guano*
crystal	*rhinoceros*	*clayey*
cataract	*hickory*	*granary*
plantain	*ichneumon*	*windrow*
sycamore	*mahogany*	*precipice*

Lesson 71.

Pertaining to Numbers.

Direction.—Study the spelling ; copy the line in script.

first	trip'le	fifth	nine'ti eth
sin'gle	thir teen	fif'teenth	twelve
sec ond	thir ti eth	eighth	twelfth
doub le	four teen	eight'eenth	hun'dred
three	for ty	eight i eth	thou sand
third	for ti eth	nine ty	mill ion

* *1st, 2d, 3d, 4th, 100th, 101st.*

* No period is placed after these expressions—they are not treated as abbreviations.

Lesson 72.

Abbreviations *—States.

Direction.—Study the spelling of the words, and copy the abbreviations. Notice the period after each abbreviation.

Al a bȧ'ma,	*Ala.*	Lọu i ṣi ȧ'na,	*La.*
[1]Ar kan'sas,	*Ark.*	Maine,	*Me.*
Cal i for'ni a,	*Cal.*	Ma'ry land,	*Md.*
Cŏl ọ rä'do,	*Colo.*	Mas sa chu'setts,	*Mass.*
Con nect'i cut,	*Conn.*	Miçh'i gan,	*Mich.*
Del'a ware,	*Del.*	Min ne so'ta,	*Minn.*
Flor'i da,	*Fla.*	Mis sis sip'pi,	*Miss.*
Geor'gi a,	*Ga.*	Mis sou'ri,	*Mo.*
Il li nois',	*Ill.*	Ne bras'ka,	*Nebr.*
In di an'a,	*Ind.*	Ne vä'da,	*Nev.*
I'o wa,	*Iowa.*	New Hamp'shire,	*N. H.*
Kan'sas,	*Kans.*	New Jer'sey,	*N. J.*
Ken tuck'y,	*Ky.*	New York,	*N. Y.*

* In this and the next lesson we give the abbreviations of the States and Territories, as now regulated by the "U. S. Official Postal Guide."

The similarity, when rapidly written, of the abbreviations *Cal., Col.; Ia., Io.; Neb., Nev., etc.*, has been the occasion of much confusion.

[1] *or* Ar'kan saw. The State Legislature has made this the legal pronunciation.

Lesson 73.

Abbreviations—States and Territories.

Direction.—Study the spelling of the words, and copy the abbrevia tions. Notice the period after each abbreviation.

North Car o li'na,	*N. C.*	Ten nes see',	*Tenn.*
O hi'o,	*Ohio*	Tex'as,	*Tex.*
Or'e gon,	*Oreg.*	Ver mont',	*Vt.*
Penn syl [ni a, va'-	*Pa.*	Vir gin'i a,	*Va.*
Rhode Isl'and,	*R. I.*	West Vir gin'i a,	*W. Va.*
South Car o li'na,	*S. C.*	Wis con'sin,	*Wis.*

United States, *U. S.*

A las'ka,	*Alaska*	Mon tä'na,	*Mont.*
Ar i zo'na,	*Ariz.*	New Mex'i co,	*N. Mex*
Da ko'ta,	*Dak.*	U'tah,	*Utah*
I'da ho,	*Idaho*	Wash'- ing ton,	*Wash.*
In'dian,	*Ind. T.*	Wy o'ming,	*Wyo.*

District of Columbia, *D. C.*

Lesson 74.

Abbreviations—Months and Days.

Direction.—Study the spelling of the words, and copy the abbrevia tions.

January,	*Jan.*	Sunday,	*Sun.*
Feb'ru a ry,	*Feb.*	Monday,	*Mon.*
March,	*Mar.*	Tuesday,	*Tues.*
April,	*Apr.*	Wednesday,	*Wed.*
May,	*May*	Thursday,	*Thurs.*
June,	*June*	Friday,	*Fri.*
July,	*July*	Saturday,	*Sat.*
August,	*Aug.*		
September,	*Sep.*	(instant) the present month,	*inst.*
October,	*Oct.*	(ultimo) the last month,	*ult.*
November,	*Nov.*		
December,	*Dec.*	(proximo) the next month,	*prox.*

Lesson 75.

Abbreviations—Names and Titles.

Direction.—Study the spelling of the words, and copy the abbreviations.

Alexander,	*Alex.*	Captain,	*Capt.*
Benjamin,	*Benj.*	[1]Colonel,	*Col.*
Charles,	*Chas.*	Doctor,	*Dr.*
Daniel,	*Danl.*	General,	*Gen.*
Frederic (*or* ck),	*Fred.*	Honorable,	*Hon.*
George,	*Geo.*	Major,	*Maj.*
James,	*Jas.*	Mister,	*Mr.*
Joseph,	*Jos.*	Mistress, (Missis)	*Mrs.*
Robert,	*Robt.*	Professor,	*Prof.*
Samuel,	*Saml.*	Reverend,	*Rev.*
Theodore,	*Theo.*	Doctor of Divinity,	*D.D.*
Thomas,	*Thos.*		

Doctor of Medicine, *M.D.*

Pronunciation.—[1] kur'nel.

LESSON 76.

Abbreviations—Business.

Direction.—Study the spelling of the words, and copy the abbreviations.

at,	@	Gentlemen, (*Messieurs*)	Messrs.
account,	a/c or acct.	Number,	No.
barrel,	bbl.	ounce,	oz.
bushel,	bu.	payment,	payt.
cent,	¢ or ct.	per cent.,	%
Credit,	Cr.	Post-Office,	P.O.
Collect on delivery,	C.O.D.	pound,	lb.
same (ditto),	do.	quart,	qt.
dozen,	doz.	Received,	Recd.
Debtor,	Dr.	yard,	yd.
gallon,	gal.	dollar,	$
handkerchief,	hdkf.	and Company,	& Co.
merchandise,	mdse.		

(For other abbreviations see p. 116.)

Miscellaneous Test Words.

Direction.—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

77.	78.	79.	80.
ab'sence	ex cel'	mag a zine'	ra'zor
at om	fa'tal	med'i cine	rum mage
ax le	fir kin	mes sage	[2]scal lop
bag gage	fuzz	monk	schol ar
bar gain	glut'ton	mul'ish	skir mish
blu ing	gnarled	mur mur	sol emn
blur	gos'sip	mys ter y	sor rel
but'ton	gouge	notch	spe cie
cat kin	griz'zly	o'val	spe cies
chalk y	hag gard	pal ace	spi ral
cher ub	har ass	pal lid	stam mer
ci der	hol i day	par a sol	stub born
cir cus	hu mor	par cel	syr inge
cleat	in no cent	pi e ty	tas sel
con trol'	i vo ry	pil grim	tor rent
crev'ice	i vy	pi ous	trel lis
cush ion	jeal ous	pi ra cy	tru ant
dirk	jock ey	pit i ful	tus sle
diz'zy	ker o sene	piv ot	weap on
driz zly	lag gard	plu mage	wheeze
ear ly	la pel'	po lar	wince
e clipse'	lim'it	[1]por poise	wiz'ard
en cir cle	loi ter	pshaw	wool ly
er'rand	loz enge	pud'ding	wrig gle

Pronunciation.—[1] pôr'pus. [2] skŏl lup.

PART II.

LESSON 81.

Capital Letters—Rules.

Begin with a capital letter—The first word of (1) a sentence, (2) a line of poetry, (3) a direct quotation making complete sense.

Begin with capital letters—(4) Proper names, titles used with them, and words formed from them, (5) names of things personified, (6) names of the months of the year and the days of the week, (7) names of the Deity, (8) principal words in the titles of books, essays, etc.

Write in capital letters—(9) The words *I* and *O*, and (10) numbers in the Roman notation.

Examples.—(1, 2) The Lord my pasture shall prepare,
And feed me with a shepherd's care.—*Addison.*
(3) Solomon says, "How forcible are right words!" (4) Dr. O. W. Holmes, Boston, Mass. American, English. (5) Jocund Day stands tip-toe on the misty mountain top. (6) Monday, January. (7) Most High, Creator. (8) Prescott's History of the Conquest of Mexico, My Walk to School. (9) Then I cried, "O father!" (10) Henry VIII., Louis XVI.

To the Teacher.—Select exercises and require the pupils to give reasons for the use of capitals. Let them write original sentences illustrating the rules above.

Punctuation.

To the Teacher.—By the copying required in Part I., the pupil has become familiar with the more common marks of punctuation. We should give but few formal rules until some progress has been made in the analysis of sentences. Let the pupil give general reasons for the use of marks met with in copying and for those used in his original sentences.

Lesson 82.

Definitions.

A ***Vowel*** **is a letter that stands for a free, open sound of the voice.**

The vowels are a, e, i, o, u, w, and y; w and y are consonants at the beginning of a word or a syllable; as in wet, yet; they are vowels in new, cow, dying, duty.

A ***Consonant*** **is a letter that stands for a sound made by the obstructed voice or the obstructed breath.***

A ***Diphthong*** **is a union of two vowels in the same syllable, as in *bread*.**

A ***Triphthong*** **is a union of three vowels in the same syllable, as in *beau*.**

A ***Syllable*** **is one or more letters pronounced by a single effort of the voice.**

Accent **is stress of voice on a particular syllable of a word.**

Examples.—Com pel′ has two syllables, and un nec′es sa ry has five. The little mark placed after pel′ and nec′ indicates accent.

A ***Monosyllable*** **is a word of one syllable.**

A ***Dissyllable*** **is a word of two syllables.**

A ***Trisyllable*** **is a word of three syllables.**

A ***Polysyllable*** **is a word of more than three syllables.**

A ***Prefix*** **is an addition to the beginning of a word.**

A ***Suffix*** **is an addition to the end of a word.**

A ***Primitive*** **word is one not derived from another word in the same language.**

A ***Derivative*** **word is one derived from another word; as, *un*manly, *man* being the primitive, or root, word.**

A ***Compound*** **word is one composed of two or more simple words.**

* *h*, which represents a mere forcible breathing, is an exception.

Lesson 83.

Classes of Consonants.

Explanation.—The two classes of consonants are here arranged in separate columns. Those in Col. "1" are called *vocal consonants* (*voice consonants*), and those in Col. "2" are called *aspirates* (*breath consonants*).

The letters with dots between them form pairs. Give the sound of the first letter of any pair, and you will find that, as the voice stops, the vanishing sound will be the sound of the other letter. The tongue, teeth, lips, and palate are in the same position for both, the only difference being that in one there is *voice*, and in the other only a *whisper*.

Direction.—Practice on these sounds, giving them first in words and then separately. Do not confuse the *name* of a letter with its *sound*.

1	2	1	2
Vocal Consonants.	*Aspirates.*	*Vocal Consonants.*	*Aspirates.*
b	p	r	
d	t	th (in thine)	th (in thin)
g	k	v	f
	h	w	
j	ch	y	
l		z (in zone)	s
m		*z (in azure)	sh
n			

To the pupil.—**c**, **q**, and **x** are not found in the columns above. **c** = **k** or **s**; **q** = **k**; **x** = **ks** or **gz**.

Lesson 84.

Marked Letters—Consonants.

Direction.—Learn what the following marks mean, and practice on the different sounds, first in the word and then separately. Give other words containing these sounds.

ç, *soft* (= s), in çent.
c̄, *hard* (= k), in c̄all.
ch (unmarked) in child.
çh, *soft* (= sh), in çhaise.
c̄h, *hard* (= k), in c̄horus.
ḡ, *hard*, in ḡet.
ġ, *soft* (= j), in ġem.
s, *sharp* (unmarked), in same.
ş, *soft* (= z), in haş.
th, *sharp* (unmarked) in thin.
t̄h, *soft* or *vocal*, in t̄his.
n̤ (= ng), in in̤k.
x̱ (= gz), in ex̱ist.

* See note p. 73.

Lesson 85.

To the Teacher.—Explain the meaning of any words with which the pupils may not be familiar, then require oral sentences to illustrate all the words.

*ç *soft* = s *sharp.*		-c *hard* and -ch *hard* = k.	
çen'tral	ser'mon	-cow'ard	-cho'rus
aç id	sad dle	-cor al	-chro mo
çis tern	safe ty	-cack le	-chron ic
çi gar'	sen ate	-cul prit	-Chris tian
çyl'in der	sen ti nel	-cur ry	-Christ mas

Lesson 86.

ch (*unmarked*).	tch = ch.	çh *soft* = sh.	
lurch	sketch	ça rāde'	shud'der
clench	stretch	çham pāgne	shad ow
torch	hatch	çhe mīşe	shal low
scorch	blotch	ma çhīne	shīn y
char'i ty	satch'el	çhĭv'al ry	shag gy

Lesson 87.

ti = sh	ci = sh	si = sh	s = sh
cau'tious	so'cial	man'sion	sug'ar
nup tial	de fi'cient	pen sion	cen sure
pe ti'tion	fe ro cious	[1]mis sion	press ure
va ca tion	es pe cial	di ver'sion	as sure'
es sen tial	ma gi cian	[1]con fes sion	nau'se ate

* *c* is *soft* before *e*, *i*, and *y*.

[1] Pronounced *mish'un* and *con fĕsh'un* (one *s* is silent).

LESSON 88.

To the Teacher.—Explain words not familiar to the pupils, and require illustrations.

ḡ *hard.*	ġ *soft* = j.	dġ = j.	ş *soft* = z.
ḡhȧst'ly	ġym'nast	budġe	goş'ling
muḡ ḡy	ġyp sy	trudġe	noiş y
ḡos pel	en ġĭne	grudġe	diş eaşe'
ḡib bous	mar ġin	dredġe	diş şolve
ḡos sip	herb aġe	drudġe	diş as trous

LESSON 89.

n̲ (= ng) and ng.		*x = gz.	x (*unmarked*) = ks
Yan̲'kee	con̲'gress	ex haust'	ex'ile
wrin̲k le	an̲ guish	ex empt	ex it
hun̲ ger	sprin̲k le	ex ert	ex tra.
trin̲k et	bang ing	ex am ine	ex treme'
lan̲ guage	swing ing	ex hib it	ex pel

LESSON 90.

† z (zh) = zi, si, s.	wh = hw.	qu = kw.	ph, gh = f.
ăz'ure	wharf	quote	ci'pher
glā zier	whōa	quell	or phan
con fu'sion	wheeze	quo'rum	al pha bet
ex plō sion	whit'tle	quar ry	e nough'
pleas'ure	whirl i ḡiḡ	que ry	läugh'ter

* *x* usually has this sound when followed by an accented vowel.

† This vocal consonant is the result of an attempt to sound *z* and *y* together (*zi* and *si* = *zy*) (*zu* = *zyoo*), and is simply *sh* made voçal. It is indicated in works on pronunciation by *zh*, but *z* and *h* never come together in the spelling of an English word.

Lesson 91.

shouldn't	**two**	**kicked**	**fair**	**kisses**
perhaps	**waves**	**screamed**	**good-by**	**dozens**
much	**could**	**dear**	**meant**	**blew**
ocean	**sea**	**afraid**	**least**	**breeze**

Direction.—*Fill the following blanks with words from the list above.*

My dear May,—How do you like the —— ? Not —— —— ; it's so big. But —— you like a nice little —— that you —— put into a pan ?

Have the —— ever run over you yet, and turned your little —— shoes into pumps full of water ? Have you been bathed yet in the sea, and were you —— ? I was, the first time ; and —— me, how I —— and —— ! or at —— —— to scream ; but the sea, ships and all, began to run into my mouth, and so I shut it up.

And now, ——. The last —— —— I —— —— of —— for you, but the wind changed, and I am afraid took them all to Miss H., or somebody that it shouldn't.—*Hood.*

Lesson 92.

Direction.—*Copy the following, and study the italicized words.*

She was dead. No sleep so *beautiful* and *calm*, so free from *trace* of *pain*, so fair to look upon. She *seemed* a *creature* fresh from the hand of God, and *waiting* for the *breath* of life ; not one who had lived, and *suffered death*. Her *couch* was dressed with *here* and *there* some winter-*berries* and green leaves, *gathered* in a spot she had been used to *favor*. "When I *die*, put *near* me *something* that has loved the light, and had the sky above it *always*." These were her words.

She was dead. Dear, *gentle*, *patient*, noble Nell was dead. Her little bird—a poor, *slight* thing, the *pressure* of a finger would have crushed —was *stirring* nimbly in its cage ; and the strong *heart* of its child-*mistress* was mute and *motionless* forever.—*Dickens.*—*Death of Little Nell*

Lesson 93.

Measures of Time.

hour	sec'ond	dĕc'ade	fôrt'nĭght
month	min ute	ĕp och	sea son
year	fore noon	cen tu ry	au tumn

Direction.—*Copy and study the following.*

We live in deeds, not years ; in thoughts, not breaths ;
In feelings, not in figures on a dial.
We should count time by heart-throbs. He most lives
Who thinks most, feels the noblest, acts the best.—*P. J. Bailey.*

Lesson 94.

Direction.—*Copy the following, and study the italicized words.*

I *steal* by *lawns* and *grassy* plots,
I slide by *hazel* covers ;
I move the sweet *forget-me-nots*
That grow for *happy* lovers.

I slip, I slide, I gloom, I *glance*,
Among my *skimming swallows ;*
I make the *netted* sunbeam *dance*
Against my sandy *shallows.*

I *murmur* under moon and stars
In *brambly wildernesses ;*
I *linger* by my *shingly* bars ;
I *loiter* round my *cresses ;*

And out again I curve and flow
To join the *brimming* river ;—
For men may come, and men may go,
But I go on *forever.*—*Tennyson.*—*The Brook.*

Lesson 95.

Some Useful Prefixes.

un and **dis** mean *not* or *the opposite act*; as, *un*safe, *not* safe; *un*tie, *the opposite of* tie, to loose; *dis*honest, *not* honest; *dis*agree, *the opposite of* agree, to differ.

mis means *wrong* or *wrongly*; as, *mis*conduct, *wrong* conduct; *mis*judge, to judge *wrongly*.

Direction.—Learn to spell the following words, and define them as in the examples above.

Caution.—Do not double the *s* in *dis* and *mis*, and do not drop the *s* when the root-word begins with *s*.

un lock′	dis hon′or	mis guide′
un fair	dis o bey′	mis spell
un load	dis loy′al	mis lead
un true	dis sim i lar	mis print
un veil	dis sat is fy	mis spend

Lesson 96.

Direction.—Study and define as before.

un ea′sy	dis cour′age	mis man′age
un health y	dis heart en	mis deed
un nerve	dis ap pear′	mis car ry
un clean	dis please′	mis state
un lace	dis a gree′	mis di rect′
un hitch	dis com′fort	mis judge′
un stead y	dis ad van′tage	mis step
un a wâre′	dis ap prove	mis quote

Lesson 97.

Some Useful Suffixes.

ed means *did*; as, walk*ed*, *did* walk.
er, in adjectives, means *more*; as, wis*er*, *more* wise.
er, in nouns, means *one who* or *that which*; as, teach*er*, *one who* teaches; heat*er*, *that which* heats.
est means *most*; as, wis*est*, *most* wise.
ing means *continuing*; as, walk*ing*, *continuing* to walk.
ish means *like* or *somewhat*; as, child*ish*, *like* a child; sweet*ish*, *somewhat* sweet.
able and **ible** mean *able*, *fit to be*, or *causing*; as, eat*able*, *fit to be* eaten; divis*ible*, *able to be* divided.
ful means *full of*; as, joy*ful*, *full of* joy.

Direction.—Learn to spell the following words, and define them as in the examples above.

pitch'ing	weak'er	hea'then ish	ter'ri ble
touch ing	weak est	green ish	beau ti ful
fetched	build er	bear a ble	peace ful

Lesson 98.

Direction.—Spell and define as above.

hor'ri ble	cheap'er	grat'er	pain'ful
per ish a ble	droll est	elf ish	faith ful
scour ing	wait er	pa gan ish	grate ful
i ron ing	strain er	girl ish	doubt ful
vis it ed	great est	sour ish	hon or a ble
screeched	great er	wasp ish	tax a ble

Lesson 99.

Suffixes—Continued.

ly means *like* or manner; as, man*ly*, *like* a man; brave*ly*, in a brave *manner*.

ness means *state of being*; as, ill*ness*, *state of being* ill.

less means *without*; as, home*less*, *without* a home.

en, in adjectives, means *made of*; in verbs, *to make*; as, wood*en*, *made of* wood; short*en*, *to make* short.

ous means *full of*; as, joy*ous*, *full of* joy.

s or **es**, added to nouns, means more than one; as, boy*s*, church*es*.

's means *belonging to* or *possession*; as, man*'s*, *belonging to* man.

Direction.—Learn to spell the following words, and define them as in the examples above.

călm'ly	firm'ness	birch'en	at'las es
court ly	deaf ness	length en	cam el's
worth less	lead en	dan ger ous	cam els

Lesson 100.

Direction.—Spell and define as above.

shrewd'ly	mis'chĭev ous	guilt'less
chief ly	wretch ed ness	aim less
dear ly	prompt ness	heart less
meek ly	fierce ness	match less
proud ly	smooth ness	moist en
coarse ly	griev ous	isth mus es
mor tal ly	won drous	vil lag es

LESSON 101.

Kinds of Cloth.

jeăn	al pac'à	vel'vet	cash'mere
baize	de laine	dam ask	cas si mere
chintz	me rĭ no	mo hair	buck ram
cal'i co	sat'in	ker sey	cor du roy
cot ton	si le'si a	cam bric	vel vet een'
chev i ot	flan'nel	ging ham	huck'a back

LESSON 102.

On the Writing-desk.

quill	e ras'er	po'et ry	di'a ry
quire	mu'ci lage	po em	drä ma
ream	en vel ope	stan za	com e dy
wa'fer	fools cap	coup let	trag e dy
cray on	port fol'io	son net	par o dy
pen cil	pa'per-weight	bal lad	crit i cism

LESSON 103.

Qualities known by

feeling.	*sight.*	*smell.*	*taste.*
slēek	squal'id	fra'grant	ra'cy
smooth	un couth'	o dor ous	lus cious
coarse	pleas'ing	bälm y	de li'cious
un e'ven	ra di ant	ar o mat'ic	pun'gent
tep'id	beau ti ful	sweet-scent'ed	sa vo ry
chill y	col ored	ran'cid	in sip'id

Lesson 104.

Pronunciation.

Direction.—Practice on the following words till you can pronounce them rapidly in succession without error.

Caution.—Final *a* unaccented has a brief sound of *ä* in far. Avoid *ā* or *ĕ*.

A mer'i ca, al'ge bra, al pac'a, Chi'na, com'ma.
Em'ma, ex'tra, mi'ca, so'fa, um brel'la.

Caution.—Avoid adding the sound of *r* to words like the following; as, *sawr 'er* for *saw her*.

awe, claw, draw, gnaw, law, saw,
com'ma, Em'ma, i de'a, po ta'to, so'da.

Caution.—Do not give *ow* and *ou* (= ă o͞o) the drawling sound ă o͞o, and do not sound *ow* (= o͝w) like *ur*.

brow, cow, drown, how, now, town,
bound, found, house, pound, round, sound,
bor'row, fel'low, hol'low, mel'low, nar'row,
pil'low, shal'low, swal'low, to-mor'row, wid'ow.

Caution.—Do not sound *ing* like *in*.

see'ing, hear'ing, read'ing, writ'ing, com'ing,
talk'ing, walk'ing, run'ning, go'ing, e'ven ing.

Caution.—In the endings *ent, ant,* and *ance,* do not make the *ĕ* and *ă* prominent, and do not change them to *ŭ*.

gov'ern ment, mon'u ment, mo'ment, si'lent,
ig'no rant, ig'no rance, fra'grant, fra'grance.

To the Teacher.—It would be profitable to take this lesson up occasionally in review. See remark to teacher, Less. 31.

LESSON 105.

To the pupil.—The name of the type is printed in the type named.

Direction.—Spell the words. Copy the punctuation marks.

Type.	Punctuation.	
di'a mond.	com'ma	,
pearl.	sem'i co lon	;
ag'ate.	co lon	:
non pa rĕil'.	pe'ri od	.
min'ion.	in ter ro ga'tion	?
bre viĕr'.	ex cla ma'tion	!
[1] bour geois.	dash	—
long prim er.	pa ren'the sis	( )
small pi ca.	quo ta'tion	" "
pi ca.	brack ets	[ ]
[2] En'glish.	hy'phen	-
great prim er.	ca'ret	^
	a pos'tro phe	'

LESSON 106.

To the pupil.—Contractions like these are allowable in poetry or in familiar speech, but not in formal prose composition.

Direction.—Learn to write these in sentences

ar'n't	e'er	I'd	ne'er
can't	hadn't	I'll	o'er
couldn't	hasn't	I'm	sha'n't
didn't	he'd	I've	'tis
doesn't	he'll	isn't	'twill
don't	he's	ma'am	won't

Pronunciation.—[1] bur jois'. [2] ĭng'glish.

LESSON 107.

Adding Suffixes—Useful Rule.

RULE I.—Final *e* is dropped before a vowel.

Direction.—Drop the final *e* from the root-word, and add the suffixes, defining each new derivative as in the model.

Model.*—admired, *did admire;* admiring, *continuing to admire;* ad'mi ra ble, *fit to be admired;* admirer, *one who admires.

(The "model" must be varied to fit the different words and the different meanings of the suffixes.)

ad mire'	+ ed, ing, able, er	blame	+ ed, ing, able
ad vise	+ ed, ing, able, er	move	+ ed, ing, able
a dore	+ ed, ing, able, er	note	+ ed, ing, able
de sire	+ ed, ing, able	val'ue	+ ed, ing, able
ex cuse	+ ed, ing, able	cen sure	+ ed, ing, able

(Why is the *e* not dropped in the following words?)

blame*less,* move*ment,* hate*ful.*

To the Teacher.—Let the pupils construct short oral sentences containing these derivatives.

LESSON 108.

Direction.—Drop the final *e* and add the suffixes. Define the last six.

plague	+ ed, ing	man'age	+ ed, ing	rogue	+ ish
guide	+ ed, ing	fence	+ ed, ing	blue	+ ish
grieve	+ ed, ing	scare	+ ed, ing	style	+ ish
judge	+ ed, ing	cease	+ ed, ing	virt'ue	+ ous
o blige'	+ ed, ing	a chieve'	+ ed, ing	sale	+ able
e rase	+ ed, ing	re ceive	+ ed, ing	cure	+ able

LESSON 109.

Adding Suffixes—Useful Rule.

RULE II.—In monosyllables and words accented on the last syllable, a final consonant after a single vowel doubles before a suffix beginning with a vowel (*x*, *k*, and *v* are never doubled).

Direction.—Add the suffixes as in preceding lessons. Be sure to double the final consonant of the root-word. Define all derivatives as in preceding "models," except those in **ed** and **ing**.

(Why is the final consonant here doubled?)

fat + er, est, en	spin + ing, er
mad + er, est, en	swim + ing, er
red + er, est, en	shop + ing, er
thin + er, est, ish	rob + ing, ed, er
glad + er, est, en	drum + ing, ed, er
hot + er, est	plot + ing, ed, er

(Why are *l*, *r*, and *t* not doubled in the following words?)

con cealed', vig'or ous, ben'e fit ed, par'al leled

LESSON 110.

Direction.—Form derivatives according to the rule. Use the words.

(What part of the rule applies in this lesson that did not in the preceding lesson?)

*quit + ing, ed	oc cur' + ing, ed	fop + ish
squat + er, ed	re gret + ing, ed	clan + ish
e quip' + ing, ed	ad mit + ing, ed	rag + ed
ac quit + ing, ed	be gin + ing, er	for got' + en
un fit + ing, ed	stir + ing, ed	al lot + ed
re fer + ing, ed	pin + ing, ed	star + y

* These first four words come under the rule, for *ui* and *ua* are not diphthongs; *u* after *q* is a consonant = *w*.

LESSON III.

Adding Suffixes—Useful Rule.

RULE III.—*y* after a consonant becomes *i* before a suffix not beginning with *i*.

Direction.—Join the suffixes and define as in the "model." Be sure to change **y** to **i**.

***Model.*—tardier, *more tardy*; tardiest, *most tardy*; tardily, *in a tardy manner*; tardiness, *state of being tardy*.**

heart'y	+ er, est, ly, ness	bus'y	+ er, est, ly, ness
stead y	+ er, est, ly, ness	la zy	+ er, est, ly, ness
read y	+ er, est, ly, ness	wor thy	+ er, est, ly, ness
hap py	+ er, est, ly, ness	sau cy	+ er, est, ly, ness
dain ty	+ er, est, ly, ness	ti dy	+ er, est, ly, ness
heav y	+ er, est, ly, ness	greed y	+ er, est, ly, ness

LESSON 112.

Direction.—Join the suffixes and define as above. Be sure to change **y** to **i**.

mel'o dy	+ es, ous	mod'i fy	+ ed, er, es *
fu ry	+ es, ous	en vy	+ ed, ous, able, es
vic to ry	+ es, ous	pit y	+ ful, less, able, es
lux u ry	+ es, ous	fan cy	+ ful, ed, er, es
cer e mo ny	+ es, ous	glo ry	+ ed, ous, es
stud y	+ es, ous	cop y	+ ed, es

(Why is *y* not changed in the following words?)

mod'i fy ing, en joys', ba'by ish, cop'y ist

To the Teacher.—Let the pupils learn to use these words.

* Instead of defining, put *he* or *it* before the verb when *es* is added; as, *it modifies*.

LESSON 113.

Review Exercises on Rules I., II., III.

Direction.—Tell why the rule applies or does not apply.

toil'er	pen'nies	try'ing	blot'ter
flee cy	bra cing	nois i est	re fus'al
breez y	du ti ful	hur ried	*wool'en
mer it ed	for ci ble	drop ping	*bi ased
per form'er	sense less	hur ry ing	*kid naped
com pelled	sen si ble	for get'ting	*wor ship er

LESSON 114.

†One *l* or two.

Direction.—Add **ing** and **ed** to the following words. Add **er** to **jewel** and **travel**, and **or** to **counsel.** Double the final letter, or not, as your teacher may direct.

bar'rel	e'qual	mar'shal	rav'el
can cel	grav el	mar vel	rev el
car ol	jew el	mod el	ri val
chis el	la bel	pen cil	shov el
coun sel	lev el	per il	trav el
cud gel	li bel	quar rel	tun nel

* Worcester gives *woollen*, *biassed*, *kidnapped*, *worshipper*.

† Worcester doubles the *l* in the derivatives of these words (except *perilous*), but Webster favors one *l*. Webster's spelling accords with the analogy of the language, and is, we believe, steadily gaining favor in the United States.

Lesson 115.

Geography.

e qua'tor	tor'rid	[1]isth'mus	ğey'sers
me rid i ans	frig id	moun tain	pen in'su la
par'al lels	isl and	prai rie	mon'arch y
hem i sphere	po lar	[2]pla teau'	ar is toc'ra cy
lat i tude	arc tic	o'cean	de moc'ra cy
lon gi tude	trop ics	com merce	ar-ehĭ pĕl'a go

Lesson 116.

Geography.—Cities—U. S.

Brook'lyn	San Fran cis'co	Cleve'land
St. Lọu'is	Clil li coth'e	Co hōes'
Çhi cạ'go	Phil a del phi a	[4]Des Moines
Bạl'ti more	[3]Baton Rouge	[5]Du buque'
Lọu is ville	New Or'le ans	Han'ni bal
Al ex an'dri a	Cin cin nä'tĭ	Chel sea

Lesson 117.

Geography.—Cities—U. S.

Ith'a ca*	O'ma ha	Sa van'nah
Ke o kuk	[6]Pough keep'sie	Sehe nec ta dy
Mil wau'kee	Ra'leigh	Syr'a cuse
Min ne ap'o lis	Rich mond	[7]Terre Haute
Nash'u a	Sac ra men'to	Wilkes'băr re
Natch ez	Sạu'ğer tiēs*	[8]Worcester

Pronunciation.—[1] Is'mus. [2] plä tō'. [3] bat'un roozh. [4] de moin'. [5] du būk'. [6] po kĭp'sĭ. [7] ter'reh hote. [8] wo͝os'ter. * Village.

LESSON 118.

Direction.—*Copy the following, and study the italicized words.*

The snow had begun in the *gloaming*,
And *busily*, all the night,
Had been *heaping field* and *highway*
With a *silence*, deep and white.

Every pine and *fir* and *hemlock*
Wore *ermine, too dear* for an *earl;*
And the poorest twig on the *elm* tree
Was *ridged* inch-deep with *pearl.*—*Lowell.*

Boughs are *daily rifled*
By the *gusty thieves*,
And the book of Nature
Getteth short of *leaves.*—*Hood.*

LESSON 119.

goal	especially	approaching	surely
delayed	clouds	foretells	almost
race	perseverance	coppery	swallows
tortoise	prize	weather	halo
hare	won	purple	certain

Direction.—*Fill the blanks from the words above.*

The Hare and the Tortoise.—A —— and a —— engaged to run a ——; but the hare, depending on the swiftness of his foot, —— so long in starting that the tortoise reached the ——, and —— the —— through its ——, though slow in its motions.—*Fable.*

Signs of Weather.—Red —— in the west at sunset, —— when they have a tint of ——, portend fine ——. A —— or yellow sunset generally —— rain. But as an indication of wet weather ——, nothing is more —— than the —— round the moon. When the —— fly high, fine weather is to be expected or continued; but, when they fly close to the ground, rain is —— —— approaching.—*Chambers.*

LESSON 120.

Exceptions to Rule I.

To the Teacher.—The value of the Rules of Spelling, previously given, will depend much upon the pupil's familiarity with the exceptions. These exceptions are really few when compared with the large number of words controlled by the Rules.

This grouping of words under Rules and Exceptions, if not carried too far, must, on the principles of association, or of comparison and contrast, be a great aid to the memory.

Words ending in *ce* and *ge* retain *e* before *able* and *ous* to keep *c* and *g* soft. Words in *oe* and *ee* retain the *e*, unless the suffix begins with *e*. Some words retain *e* to preserve their identity.

change'a ble	ser'vice a ble	hoe'ing	see'ing
charge a ble	trace a ble	shoe ing	a gree'a ble
man age a ble	ad van ta'geous	toe ing	dye'ing (coloring)
mar riage a ble	cou ra'geous	a gree'ing	singe'ing
no tice a ble	out ra geous	flee'ing	tinge'ing
peace a ble	um bra geous	free ing	

LESSON 121.

Exceptions to Rule I.—Continued.

To the pupil.—It is inferred from Rule I. that final *e* is *not* dropped before a consonant, but the following are exceptions.

aw'ful	du'ly	wis dom	lodg'ment
wo ful	tru ly	ar gu ment	a bridg'ment
du ty	whol ly	judg ment	ac knowl edg ment

The following words in *le* are contracted thus: *ab(le)ly* = *ably*.

a'bly	i'dly	gen'tly	peace'a bly
fee bly	sim ply	doub ly	peb bly
hum bly	am ply	grist ly	pos si bly

LESSON 122.

Exceptions to Rule II.

The final consonant is not doubled when, in the derivative, the accent is thrown from the last syllable of the primitive; as, *re fer', ref'er ence.* But we have *ex cel', ex'cel lent, ex'cel lence.*

Direction.—Learn to spell and use the following words.

ref'er ence	def'er ence	trans fer'a ble
pref er ence	in fer ence	ref er ee'
con fer ence	pref er a ble	

Other exceptions.

gas'es	hum'bugged	crys'tal lize
gas e ous	hum bug ging	can cel la'tion

Use.—Without **reference** to truth; **preference** for city life; a **conference** of wise men; a **deference** to rank; an unfair **inference**; **transferable** rights; decision of an impartial **referee**; **gaseous** vapors; **crystallize** in cubes. What is **preferable** to wisdom?

LESSON 123.

Exceptions to Rule III.

***y* does not change before *'s*.**

Direction.—Learn to spell and use the following words.

la'dy's, en'e my's, ba'by's, coun'try's.

***Other exceptions.*—The last five change *y* to *e*.**

staid (*or* stayed)	slain	sly'ness	pit'e ous
paid	dai'ly	shy ly	du te ous
laid	dry ly	shy ness	plen te ous
said	dry ness	la dy ship	beau te ous
saith	sly ly	ba'by hood	boun te ous

Use.—A story **dryly** told; **slyness** of a cat; a maiden's **shyness**; with a **piteous** look; **bounteous** Giver of all good.

LESSON 124.

The Plural of Nouns in *y*.

Nouns in *y* after a consonant add *es*, and change *y* to *i* according to Rule III.

Direction.—Change the following singular nouns to the plural form.

lil'y	fam'i ly	sto'ry	gro'cer y
mis er y	cher ry	dai ry	*col lo quy
ber ry	dai sy	di a ry	so lil'o quy

Nouns in *y* after a vowel simply add *s*.

at tŏr'ney	kid'ney	tur'key	don'key
chim'ney	mon key	val ley	mon ey
jour ney	pul ley	vol ley	es say

LESSON 125.

Plural of Nouns in *o*.

Some nouns in *o* after a consonant add *es* and some add *s*.

Direction.—Add *es* to the following.

buf'fa lo	em bar'go	mot'to	por'ti co
cal i co	grot'to	mos qui'to	po ta'to
car go	he ro	mu lat to	tor na do
ech o	in nu en'do	ne'gro	vol ca no

Direction.—Add *s* to the following.

can'to	jun'to	pï ā'no	so'lo
dom i no (*or* es)	las so	pro vi so	two
du o dec'i mo	me men'to	quar'to	ty'ro
ha'lo	oc ta vo	sal vo	ze ro

Nouns in *o* after a vowel add *s*; as,

cameos, cuckoos, folios, trios.

* *u* after *q* is a consonant.

Lesson 126.

Plural of Nouns in *f* and *fe*.

(Change *f* or *fe* into *ves*.)

beef	half	life	sheaf	wharf (or *s*)
calf	knife	loaf	shelf	wife
elf	leaf	self	thief	wolf

(Add *s*.)

be lief'	dwarf	gulf	reef	scarf
brief	fife	hoof	roof	strife
chief	grief	proof	safe	waif

Lesson 127.

Possessive Form of Nouns.

In the singular add the apostrophe and *s* (*'s*) to denote possession; in the plural, the apostrophe only; but if the plural does not end in *s*, add *'s*.

Direction.—Copy the following.

(Possessive singular.)

Fanny's doll.	Burns's Poems.
The girl's bonnet.	Brown & Co.'s business.
A dollar's worth.	A day's work.

(Possessive plural.)

Those girls' dresses.	Children's toys.
Men's clothing.	Three years' interest.
Ladies' calls.	Five dollars' worth.

Direction.—Write the possessive of each of the following words, and place after it the name of the thing possessed.

Woman, women; mouse, mice; buffalo, buffaloes; fairy, fairies; hero, heroes; baby, babies; calf, calves.

Lesson 128.

Compound Words.

Without hyphen.		*With hyphen.*	
numskull	wherever	heart's-ease	forty-two
daybreak	whereabouts	two-wheeled	gray-haired
brakeman	elsewhere	long-legged	half-past
eyesight	anybody	emerald-green	thorough-bred
iceberg	everything	vice-president	major-general
threadbare	railway	postal-card	post-office
greensward	nowadays	bird's-eye	hair-breadth

To the pupil.—There is lack of uniformity in the use of the hyphen. When the simple words of the compound seem to lose their individual force and fuse into one general term, the hyphen is dropped.

In the dictionaries the hyphens between the parts of compound words are distinguished from those that separate syllables by being made heavier or longer, thus: *half-pen-ny*, or *half-pen-ny*.

Lesson 129.

Spelling and Pronunciation.

th and ~~th~~.

Direction.—Learn to spell, pronounce, and use these words.

bäth...bä~~th~~s...bä~~th~~e, clŏth...clŏ~~th~~s...clō~~th~~e,
mouth...mou~~th~~s...mou~~th~~, wreath...wrea~~th~~s...wrea~~th~~e,
läth...lä~~th~~s, oath...oa~~th~~s, päth...pä~~th~~s, mŏth...mŏ~~th~~s,
brĕath...brĕaths...brēa~~th~~e, sheath...sheaths...shea~~th~~e,
heärth...heärths, growth...growths, breadth...breadths,
loath...loa~~th~~e, soo~~th~~e, *smoo~~th~~, bequea~~th~~, bene~~ath~~.

To the pupil.—The first eight nouns in this lesson are the only words, according to Webster, in which the *aspirate th* in the singular is changed to the *vocal ~~th~~* in the plural; but there is very good usage for *truths* and *sheaths*.

* Adjective or verb.

LESSON 130.

Insects.		Reptiles.	
gnat	(*Undeveloped.*)	newt	drag unce them
bee'tle	lar'va	liz'ard	baş i lis
ā phis	†lar væ	tur tle	croc o dile
*ăph i dēş	mag got	bo a	al li ga tor
crick et	cat er pil lar	ad der	an a con'da
wee vil	chrys a lis	‡tor toise	cha me'le on
mos qui'to	‡ehrў săl'i dēş	ter ra pin	sal'a man der

LESSON 131.

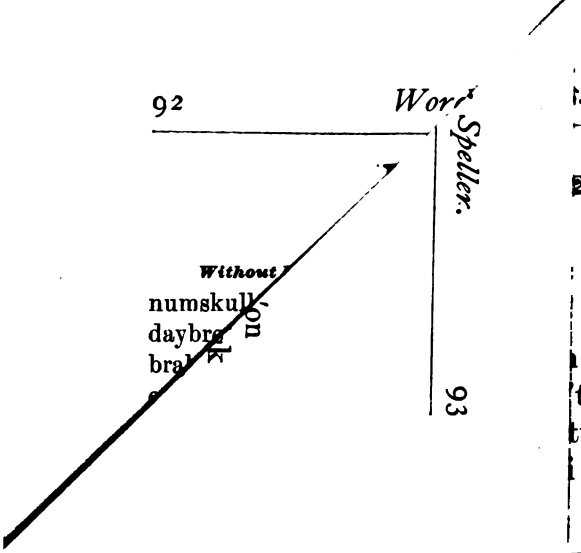
everything	perceive	creatures	merry
wonderful	ditch	dwelling	mercy
microscope	through	thousand	ferocious
know	really	imagine	crowding
surely	appear	plateful	shrimps

Direction.—*Fill the following blanks with words from the list above.*

—— you —— what a —— is, that —— glass that makes —— —— a hundred times larger than it —— is. If you look —— a microscope at a single drop of —— water, you will —— more than a —— strange-shaped ——, such as you could never ——, —— in the water. It looks not unlike a —— of ——, all jumping and —— upon each other, and so —— are these little creatures that they will tear off each other's arms and legs without —— ; and yet they are happy and —— after their fashion.—*Hans Christian Andersen.*

Pronunciation.—[1] tôr'tis.

**aphides*, plural of *aphis*. †*larvæ*, plural of *larva*. ‡*chrysalides*, plural of *chrysalis*.



LESSON 133.

Arithmetic.

sub'tra hend	fac'tor	mul'ti ple	al'i quot
dif fer ence	div i dend	frac tions	ac count'
re main'der	di vi'sor	nu mer a tor	ledg'er
mul ti pli cand'	di vis i ble	cur ren cy	bal ance
mul'ti pli er	quo'tient	prod uct	debt or
de nom'i na tor	com pos'ite	e quiv'a lent	cred it or

LESSON 134.

Occupations.

min'er	jew'el er	pi'lot	phy si'cian
tai lor	ped dler	at tor'ney	pol i ti'cian
brew er	ca ter er	so lic it or	sur'geon
sad dler	huck ster	coun'sel or	mer chant
hos tler	butch er	ma chïn'ist	a poth'e ca ry
jan i tor	mil li ner	mu si cian	pho tog ra pher

LESSON 135.

Pronunciation.

Direction.—Practice on these words till you can pronounce them rapidly in succession without error.

*** Caution.—Do not sound the *e* in the unaccented syllables of the following words.** ***Often*** **=** ***of'n*****,** ***heaven*** **=** ***heav'n*****, etc.**

oft'en, heav'en, e'ven, sev'en, gold'en,
o'pen, short'en, wood'en, froz'en, fallen,
ēa'sel, grov'el, ha'zel, man'tel, shov'el.

Caution.—Sound the *e* in the following words.

chick'en, hy'phen, kitch'en, lin'en, wool'en,
bar'rel, lev'el, quar'rel, trav'el, ves'sel.

Caution.—Do not give *sh* before *r* the sound of *s*.

shroud, shrunk, shrub, shrewd, shrug, shrill.

Caution.—Do not drop *d* after *n* or in *lds*.

bands, friends, stand, grand'father,
builds, child's, fields, folds, holds, scalds.

Caution.—Do not omit *t* after *c* *hard* or in *sts*.

facts, tracts, in structs', di rect'ly, per'fect ly,
boasts, coasts, fists, ghosts, posts, in sists'.

Caution.—Sound the vowels in the unaccented syllables of the following words.

ev'er y, his'to ry, be lief', fam'i ly,
li'bra ry, mem'o ry, sev'er al, nom'i na tive.

To the Teacher.—The lessons in pronunciation should be frequently taken up in review.

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* Most words in *en* drop the *e* in pronunciation; most words in *el* retain the *e*.

Lesson 136.

stupendous	**views**	**sculptured**	**existence**
feathered	**guide**	**image**	**region**
chrysalis	**heathens**	**later**	**forth**
torpid	**ancient**	**experience**	**intimation**
caterpillar	**remarkable**	**hoped**	**soul**
animal	**wonder**	**foretelling**	**representation**

Direction.—*Fill the blanks from the words above.*

Transformation of Insects.—The same —— crawls in its —— shape, sleeps in its —— ——, and afterwards springs forth into the air on the —— wings of the butterfly. What a —— —— is this transformation!

It is very —— that the —— ——, though they had not the gospel to —— their ——, seem to have regarded these insect changes as —— that which they —— themselves to ——. We are told that, on some of their gravestones which have been dug up in —— years, the —— of the butterfly is found —— as a fit —— of the ——, and as an —— that it would one day come —— again under a new form, and in a new —— of ——.—*Turner.*

Lesson 137.

Direction.—*Copy the following, and study the italicized words.*

Cleanliness.—The skin is one means of *getting* rid of impure, refuse matter from the blood. For this *purpose* it is *supplied* with two or three *millions* of small tubes, called *pores*, through which it *sweats* out the *superfluous moisture*. These pores also regulate the *temperature* of the body. When the body becomes overheated from *violent exercise* or *exposure* to fire, it is flooded with *perspiration*, and so is cooled down.

Now, if the pores become blocked up with *dirt*, they cannot *perform* their *functions*. In that case, either the skin *itself* will become *diseased*, or the blood will be injured by being forced to *retain* its *impurities*. Washing the skin is *therefore indispensable* to *health*.

Lesson 138.

Homonyms.

1 **load**, a burden.
lode, a vein of ore.

2 **right**, correct.
rite, a ceremony.
wright, a workman.
write, to form letters.

3 **retch**, to try to vomit.
wretch, a miserable person.

4 **rough**, uneven.
ruff,—for the neck.

5 **seam**,—of a garment.
seem, to appear.

6 **roe**, a female deer; the eggs of a fish.
row, a line; to impel with oars.

7 **rowed**, did row.
road, a way.
rode, did ride.

8 **rōōt**,—of a plant.
rȯute, way.

9 **soar**, to fly aloft.
sore, a hurt; tender.

10 **straight**, direct.
strait, narrow.

Direction.—*Put the right word in the right place.*

I would rather be (2) than be president.—*Clay.*

O life! thou art a galling (1),
Along a (4), a weary (7),
To (3)es such as I!—*Burns.*

Things are not what they (5).—*Longfellow.* Valor (9)s above misfortune.—*Addison.* Strive to enter in at the (10) gate.—*Bible.* Make (10) paths for your feet.—*Bible.* The coat was without (5).—*Bible.* Devise, wit! (2), pen!—*Shakespeare.* The (4) was formerly worn by both sexes. With solemn sacrificial (2). We (7) across the bay. My wandering ship I (6).—*Spenser.* Exhausted with (3)ing. A skillful wheel(2). A new (8) for tourists. A rich (1) of silver. Be thou like a (6) or a young hart.—*Bible.* Festering (9). *Dryden.* He (7) a bay horse. The ax is laid to the (8). —*Bible.*

Lesson 139.

Homonyms.

1 **moan**, a low sound of grief.
mown, cut down.

2 **none**, no one.
nun, a woman living in a nunnery.

3 **oar**,—to row with.
ore, metal with some other substance.
o'er, over.

4 **ode**, a poem.
owed, did owe.

5 **peak**, the top.
pique, ill-will.

6 **purl**, a gentle murmur, as of a brook.
pearl, a precious substance.

7 **plain**, clear; simple; level ground.
plane, a tool; level surface.

8 **pore**, an opening; to study closely.
pour, to empty out.

9 **raise**, to lift up.
rays,—of light.
raze, to pull down.

10 **rice**, a grain.
rise (noun), an ascent.

Direction.—*Put the right word in the right place.*

The holy time is quiet as a (2)
Breathless with adoration.—*Wordsworth.*
From (5) to (5), the rattling crags among,
Leaps the live thunder.—*Byron.*

He who would search for (6)s must dive below.—*Dryden.* Express thyself in (7), not doubtful, words.—*Dryden.* Rippling waters made a pleasant (1).—*Byron.* Louder and louder (6) the falling rills.—*Pope.* Ye shall flee when (2) pursueth.—*Bible.* All wickedness taketh its (10) from the heart.—*Nelson.* It never rains but it (8)s.—*Old Saying.* (3) the blue billows we glide. A petty (5) against his neighbor. The (8)s of the skin. A rich vein of (3). (4)s of Horace. A smoothing (7). The Chinese live chiefly on (10). The Lord shall (9) him up.—*Bible.* A galley is propelled by (3)s. He (4) a debt of gratitude. New-(1) hay. Ye little stars, hide your diminished (9).—*Pope.* Cities (9)d and warriors slain.—*Pope.*

Lesson 140.

Homonyms.

scene, a view.
1 **seen**, beheld.
seine, a large net for fish.

scull,—with an oar over the
2 stern.
skull, bone of the head.

3 **slight**, small; to neglect.
sleight, a trick.

sole, only; bottom of the
4 foot.
soul, spirit.

5 **staid**, sober.
staid or **stayed**, did stay.

sew,—with a needle.
6 **so**, in this way.
sow, to scatter.

7 **steal**, to take without right.
steel, hardened iron.

8 **toe**, part of the foot.
tow, to pull; coarse flax.

9 **told**, did tell.
tolled, did toll.

10 **ton**, a weight.
tun, a large cask.

Direction.—*Put the right word in the right place.*

He (6)ed with stars the heaven.—*Milton.* O that men should put an enemy into their mouths, to (7) away their brains!—*Shakespeare.* A charming (1) of nature is displayed.—*Dryden.* (5) Wisdom's hue.—*Milton.* If they transgress and (3) that (4) command.—*Milton.* We have (1) better days.—*Shakespeare.* My heart is true as (7).—*Shakespeare.* I can sing, weave, (6), and dance.—*Shakespeare.* They went and (9) the sexton, and the sexton (9) the bell.—*Hood.* But the dove found no rest for the (4) of her foot.—*Bible.* His own figure was formerly (6) (3).—*Scott.* Trip it as you go, on the light fantastic (8)—*Milton.* (3) of hand. Fishermen drawing a (1). (8) the disabled vessel into port. He (2)s across the ferry. The (10) of 2,000 lbs. The vision (5) but for a moment. (2)s that will not learn.—*Cowper.* Draw (10)s of blood out of thy country's breast.—*Shakespeare.* It is a fearful thing to see the human (4) take wing.—*Byron.*

Lesson 141.

Troublesome Words—*l* or *ll*.

Direction.—Learn to spell and to use.

un til′	al might′y	in tel′li gent	al to geth er
till	me tal lic	par′al lel	al read′y
al′ways	ex′cel lence	ex cel lent	wel′come
al so	mill ion	mil i ta ry	bel fry
al most	răil ler y	chil blain	wel fare
col lege	ar til′ler y	dil i gent	bul rush

Use.—**Almighty** power ; **metallic** sound ; highest degree of **excellence** ; not derision, but good-humored **raillery** ; **chilblains** on the feet ; **diligent** in business ; **altogether** lovely ; the nation's **welfare**.

Lesson 142.

ough.

ou = ä o͞o, ō, o̤, a̤, ŭ, ŏ. **gh** = *f, k, p, or is silent.*

Direction.—Learn to spell and to use.

(*gh* **is silent except where the sound is indicated.**)

ä o͞o	ō	a̤	ŭ
bough	dough	bought	e nough′ (*f*)
dough′ty	bôr′ough	brought	hic′cough (*p*)
drought	fur lough	cough (*f*)	rough (*f*)
*plough	thor ough	fought	slough (*f*)
slough	though	†nought	sough (*f*)
		ought	tough (*f*)
	o̤	sought	
	through	thought	ŏ
		trough (*f*)	hough (*k*)
		wrought	‡lough (*k*)

* or **plow.** † more properly **naught.** ‡ or **loch.**

Lesson 143.

ie and ei.

RULE.—*i* before *e*
Except after *c*,
Or when sounded as *a*,
As in neighbor and weigh.—*Dr. Brewer.*

Direction.—Learn to spell and to use these words.

ie = ē.

a chieve'	bre vier'	front'ier	mien
ag grieve	chief	grief	niece
be lief	field	grieve	pier
be lieve	fiend	lief	pierce
bier	fierce	liege	piece
brief	frieze	li'en	priest

***Use.*—Achieve** success ; **aggrieved** by oppression ; mourners followed the **bier**; **brevier** type ; the arch **fiend**, Satan ; the **frieze** of the Parthenon ; **frontier** towns ; as **lief** go as not ; a **liege** lord ; a **lien** upon property ; with lordly **mien.**

Lesson 144.

Direction.—Learn to spell and to use these words.

ie = ē			ie = ī	ie = ĭ	ie = ĕ
re lief'	shield	thieve	die	ker'chief	friend
re lieve	shriek	tierce	lie	mis chief	
re prieve	siege	tier	pie	sieve	
re trieve	sor'tie	wield	tie		
se'ries	thief	yield	vie		

***Use.*—To reprieve** a criminal ; to **retrieve** one's character ; a **series** of triumphs ; a **sortie** from a fortress ; a **tierce** of wine ; to **wield** great power ; to **vie** with the best.

Lesson 145.

ei = ā or â.

Direction.—Spell and use.

deign	hei'nous	o bei'sance	sleigh
eight	heir	reign	their
feign	in veigh'	rein	veil
feint	neigh	rein'deer	vein
freight	neigh'bor	skein	weigh

Use.—To **deign** a smile; to **feign** sickness; deceived by a **feint**; a **heinous** crime; **heir** to the throne; to **inveigh** against rulers; made a low **obeisance.**

Lesson 146.

Direction.—Spell and use.

ei after **c.**

con ceit'
con ceive
ceil
ceil'ing
de ceit'
de ceive
per ceive
re ceipt
re ceive

Exceptions to "**i** before **e.**"

ei = ē

ei'ther
nei ther
lei sure
in vei'gle
seine
seize
weird

ei = ĕ

heif'er
non pa reil'

ei = ī

sleight
height
ka lei'do scope

ei = ĭ

coun'ter feit
for feit
sur feit
for eign
sov er eign
mul lein

Exception to **ei** *after* **c.**—fĭn an cier'

Use.—Wise in his own **conceit**; to **conceive** an idea; **leisure** hours; **inveigled** by artifice; **weird** ghosts; **nonpareil** type; **sleight** of hand; to **surfeit** with sweets; a skillful **financier** for treasurer.

To the Teacher.—Let the pupil learn the simple, rhyming rule in Less. 143, with the exceptions given in lesson 146, and he "holds the key to the situation."

The *ie* in which *i* is a consonant, as in *ancient*, and the *ie* resulting from changing *y* to *i*, as in *fancies*, need hardly be noted as exceptions.

Lesson 147.

Homonyms.

aisle, a passage in a church.
1 **isle**, an island.
I'll, I will.

2 **bale**, a bundle.
bail, surety; handle of a kettle.

3 **breach**, a gap, a break.
breech, part of a gun.

4 **broach**, to make public.
brōoch, a bosom pin.

5 **clause**, part of a sentence.
claws, nails of animals.

6 **core**, the heart of anything.
corps, a body of soldiers.

7 **crews**, ships' companies.
cruise, to go back and forth on the ocean.

8 **dun**, a color; to ask for debt.
done, performed.

9 **hoard**, a secret store.
horde, a tribe.

10 **loan**, something lent.
lone, having no company; not inhabited.

11 **mews**, cries as a cat.
muse, to think.

Direction.—*Put the right word in the right place.*

Summer's (8) cloud comes thundering up.—*Pierpont.* 'Mid storms to (7) for pleasure.—*Young.* What's (8) is (8).—*Shakespeare.* For (10) oft loses both itself and friend.—*Shakespeare.* (11) on nature with a poet's eye.—*Campbell.* The (1)s of Greece!—*Byron.* Leave you in (10) woods.—*Pope.* Once more unto the (3), dear friends!—*Shakespeare.* The squirrel's (9).—*Shakespeare.* Excessive (2) ought not to be required.—*Blackstone.* (1) do your bidding. Down the long (1). A (2) of cotton. A (3)-loading gun. A (5) of doubtful meaning. Pierced to the very (6). Those very opinions themselves had (4)ed.—*Swift.* A barbarian (9). When the cat (11), and the owl hoots. The (5) of beasts and birds. A (6) of infantry. Great ships with gallant (7). Honor's a good (4) to wear.—*B. Jonson.*

Lesson 148.

Homonyms.

1 **cite**, to call up.
sight, a view.
site, a situation.

2 **climb**, to go up.
clime, region, climate.

3 **cord**, a string.
chord,—in music.

4 **faint**, to swoon ; weak.
feint, a pretense.

5 **fate**, destiny.
fete, a festival.

6 **cast**, to throw.
caste, a class of society.

7 **cede**, to yield.
seed, what is sown.

8 **chased**, did chase.
chaste, pure.

9 **dire**, dreadful.
dyer, one who colors.

10 **fain**, gladly.
fane, a temple.
feign, to pretend.

Direction.—*Put the right word in the right place.*

Father of all ! in every (2) adored.—*Pope.* The devil can (1) Scripture for his purpose.—*Shakespeare.* (4) heart ne'er won fair lady.—*Proverb.* Such (1)s as youthful poets dream. —*Milton.* Love took up the harp of Life, and smote on all the (3)s with might.—*Tennyson.* To bear is to conquer our (5).—*Campbell.* In the morning sow thy (7).—*Bible.* Mine enemies (8) me sore, like a bird.—*Bible.* John was (6) into prison.—*Bible.* She let them down by a (3) through the window.—*Bible.* (10) thyself to be a mourner.—*Bible.* (9) was the noise of conflict.—*Milton.* (10) would I (2) but that I fear to fall.—*Raleigh.* (8) as morning dew.—*Young.* A sacred (10) in Egypt's fruitful land.—*Tickell.* In India, each (6) has a distinct occupation. The general made a (4), to draw out the enemy. Preparing for the grand (5). To (7) territory. A (9) of wool. A stone marks the (1) of the house.—*Irving.*

Lesson 149.

Homonyms.

1 **fort**, a fortified place.
forte, what one can do best.

2 **freeze**, to harden with cold.
frieze, a part of a building; a kind of cloth.

3 **knave**, a rogue.
nave, middle of a church; center of a wheel.

4 **maize**, Indian corn.
maze, confusion of paths.

5 **mite**, anything very small.
might, power; *past* of *may*.

6 **mean**, low; to intend; middle point.
mien, manner, appearance.

7 **peer**, an equal; a nobleman.
pier, stone-work for support.

8 **pole**, a long stick; end of the earth's axis.
poll, the head; place for voting.

9 **reck**, to care (poetical).
wreck, ruin.

10 **reek**, to steam, to smoke.
wreak, to execute with anger.

11 **ring**, a circle; to sound a bell.
wring, to twist.

Direction.—*Put the right word in the right place.*

In song he never had his (7).—*Dryden.* Spread the truth from (8) to (8).—*Addison.* (11) out, wild bells!—*Tennyson.* She threw in two (5)s.—*Bible.* How are the (5)y fallen!—*Bible.* Make a (11) about the corpse of Cæsar.—*Shakespeare.* And let me (11) your hearts.—*Shakespeare.* A (9) past hope he was.—*Shakespeare.* On me let death (10) all his rage.—*Milton.* The sun on the (10)-ing moisture fed.—*Milton.* In wandering (4)s lost.—*Milton.* What majestic (6)!—*Pope.* "Hold the (1)." The (3), or hub. (4) is a native of America. Two (7)s support the bridge. The (8)s close at sundown. Music is not his (1). The (2) is below the cornice. More (3) than fool.—*Marlowe.* Little he'll (9).—*Wolfe.* The golden (6) between two extremes. Water (2)s at 32° above zero.

Lesson 150.

Review.

Direction.—Choose the right word.

1. (Rite, right) is more than (mite, might), and justice more than (mail, male).—*Whittier.*
2. The crooked shall be (made, maid) (strait, straight) and the (ruff, rough) places (plane, plain).—*Bible.*
3. The (retch, wretch)ed have no friends.—*Dryden.*
4. Men should be what they (seem, seam).—*Shakespeare.*
5. His (style, stile) in (right, rite, wright, write)ing was (chased, chaste) and pure.—*Addison.*
6. He had kept the whiteness of his (sole, soul) and thus men (o'er, oar) him wept.—*Byron.*
7. In the morning (sew, sow, so) thy (seed, cede).—*Bible.*
8. (Rise, rice) is (razed, raised) upon lowlands.
9. Years (steel, steal) fire from the mind.—*Byron.*
10. The (nave, knave) of a cathedral is the part between the (aisles, isles).
11. Strung together like a (roe, row) of (pearls, purls).—*Byron.*
12. (Feint, faint) (heart, hart) ne'er (one, won) (fair, fare) lady.—*Proverb.*
13. The women are weeping and (wringing, ringing) (their, there) hands.—*Kingsley.*
14. The (scull, skull) protects the organs of (site, sight).
15. Members of the cat tribe (clime, climb) by means of their (clause, claws).
16. (Fate, fete) (steals, steels) along with silent tread.—*Cowper.*
17. He shall come down like (rain, reign) upon the (moan, mown) grass.—*Bible.*
18. A (horde, hoard) of savages rushed through the (breech, breach) into the (forte, fort).

LESSON 151.

au and **aw** = **a̤.**		**ou** and **ow** = **ou** in **house**	
gaud'y	awk'ward	noun	cow'er
au burn	taw dry	cloud'y	dow ry
auc tion	saw yer	floun der	pow der
plau dit	awn ing	ca rouse'	drow sy
pau per	taw ny	es pouse	bow er
cau cus	law suit	a rouse	prowl er
maud lin	haw thorn	de vour	vow el

LESSON 152.

er, re. ic, ick.

To the pupil.—The following words are written by some with the termination **er**, and by others with **re**.

cen'ter	mea'ger	sa'ber	som'ber
fi ber	me ter	scep ter	spec ter
lus ter	mi ter	sep ul cher	the a ter

(In the following *r* precedes *e* to give *c* the hard sound.)

a'cre	lu'cre	mas'sa cre	me'di o cre

To the pupil.—The following words, formerly ending in **ck**, bring back the **k** to keep **c** hard, when a suffix beginning with **e**, **i**, or **y** is added. Add **k** to the following primitives and join the suffixes.

frol'ic + ed, ing		phys'ic	+ ed, ing
mim ic + ed, ing, er		traf fic	+ ed, ing, er
col ic + y		phthis ic (tiz')	+ y

Lesson 153.

penetrate	**pierced**	**hastening**	**juice**
scarcely	**dried**	**abundant**	**drain**
woody	**foliage**	**fountain**	**surface**
leathery	**moistens**	**vegetable**	**receive**
barren	**several**	**nourishing**	**bowls**

Direction.—*Fill the blanks from the words above.*

The Cow-tree of South America.—On the —— flank of a rock grows a tree with dry and —— leaves; its large —— roots can —— —— into the stony soil. For —— months in the year not a single shower —— its ——. Its branches appear dead and ——; yet, as soon as the trunk is ——, there flows from it a sweet and —— milk. It is at sunrise that this —— —— is most ——. The natives are then to be seen —— from all quarters, furnished with large —— to —— the milk, which grows yellow and thickens at the ——. Some —— their bowls under the tree, while others carry home the —— to their children. —*Humboldt.*

Lesson 154.

Direction.—Copy the following, and study the italicized words.

Jerrold had a *favorite* dog, that followed him *everywhere*. One day, in the *country*, a lady who was passing turned round and said *audibly*, "What an ugly little *brute!*" *whereupon*, Jerrold, *addressing* the lady, *replied*, "Oh, *madam!* I *wonder* what he thinks about us at this moment!"

He was so *benevolent*, so *merciful* a man that, in his mistaken *compassion*, he would have held an *umbrella* over a duck in a *shower* of *rain.*—*Douglas Jerrold.*

Some people are as *careful* of their *religion* as of *their* best *service* of *china, using* it only on holy *occasions.*—*Douglas Jerrold.*

LESSON 155.

Direction.—Learn to spell and to use these words. Study down the columns, then from left to right.

per or pur.		de or di.	
per'jure	pur'chase	de scend'	di gest'
per sist'	pur port	de scribe	di rect
per spire	pur pose	de spair	dis patch
per suade	pur loin'	de spise	dis sect
per verse	pur sue	de spite	di verge
per vade	pur suit	de spond	dis pense
per se vere'	pur su ance	de stroy	di vide

Use.—To **perjure** one's self; to **persist** in evil doing; **perverse** disposition; to **pervade** the universe; the **purport** of his words; to **purloin** an umbrella; in **pursuance** of truth; **despite** his prejudices; telegraphic **dispatches**; to **dissect** a body; **diverging** paths; to **dispense** rations; to **dispense** with formality.

LESSON 156.

Pronunciation.—(See Key, pp. 36 and 71.)

again (a gĕn')	bellows (bĕl'lus)	dī'a mond	ĕp'oĕh
a'ged	be nēath	diş arm'	êre
al lȳ' (noun and verb)	bī'cy cle	diş ăs'ter	ev'er y (three syl.)
almond (ä'mund)	căs'si mēre	discern (diz zĕrn')	ex traôr'dinary
al păc'å	cĕm'e tĕr y	diş dain'	fąu'cet
anxiety (ang zī'e ty)	ça grĭn'	dishonest (diz ŏn'est)	Feb'rų a ry
anxious (angk'shus)	column (kŏl'um)	diş own'	flg'ūre
auxiliary (awg zĭl'ya ry)	cū'cum ber	dŏm'i nĭe	flō'rist
	cū'po lå	dróm'e da ry	for bădе'
	dĕc'ade	elm (one syl.)	forehead (fŏr'ed)
	de sĭst' (*not* zist)		gallows (găl'lus)

Lesson 157.

Belonging to War.

[1]colonel	pa trol′	reg′i ment	mis′sile
chap′lain	re cruit	bat tal′ion	tom a hawk
ma jor	arm or	cav′al ry	ar til′ler y
ad ju tant	bar′rack	mi li′tia	am mu ni′tion
lieu ten′ant	[3]biv ouac	ep′au let	ar′se nal
[2]ser′geant	re doubt′	cam paign′	knap sack
cor po ral	[4]corps	cāis′son	ma neu′ver

Lesson 158.

Change of Accent.

To the pupil.—The accent is on the first syllable of the following words when they are used as nouns or adjectives, and on the second when used as verbs.

Direction.—Study the spelling, pronunciation, and use.

Nouns or Adj.	*Verbs.*	*Nouns or Adj.*	*Verbs.*
ab′stract	ab stract′	per′fume	per fume′
ac′cent	ac cent′	per′mit	per mit′
com′pound	com pound′	pre′fix	pre fix′
con′cert	con cert′	prem′ise	pre mīse′
con′trast	con trast′	pres′ent	pre sent′
con′verse	con verse′	prod′uce	pro duce′
es′cort	es cort′	proj′ect	pro ject′
ex′port	ex port′	rec′ord	re cord′
fer′ment	fer ment′	re′tail	re tail′
fre′quent	fre quent′	sur′vey	sur vey′

Pronunciation.—[1] kur′nel. [2] sär′jent. [3] bĭv′wak. [4] kōr.

Miscellaneous Test Words.

Direction.—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

159.	160.	161.	162.
*dy'ing	can'ni bal	di rect'o ry	fer'rule
ly ing	can o py	dis'ci pline	flip pant
ty ing	car a mel	dis course'	flŏr id
ac id	cat a logue	dis'si pate	fos sil
ag i tate	chal lenge	dis suade'	fren zy
al oe	cig ar ette'	di vorce	fric as see'
ām bu lance	cit'i zen	doi'ly	friy'o lous
an gel'ic	[3]clique	duch ess	gal ax y
an'o dyne	co erce'	dun geon	gos sa mer
[1]an ten'nă	co er cion	e con'o my	guid ance
[2]an ten næ	col lapse	e lapse	guin ea
a pol o gy	col'lege	el'e ment	gut tur al
ap pall	co logne'	em bar'rass	hy brid
ap par el	con'di ment	em bel lish	ice-floe
ap'pe tize	con science	em'er y	id i o cy
ar id	con test'ant	em pha size	im be cile
ar mo ry	cri'sis	en deav'or	im per'il
as sess'or	[4]cri ses	en dur ance	in'fa mous
ath'lete	[5]cro chet'	e vap o rate	in form'ant
av a lănçhe'	[6]cro quet	[7]ex ag ger ate	in stall
bal'lot	deb'it	[7]ex hale	in'ter val
ben e fit	de ci'sive	[7]ex hil a rate	ir ri gate
bot a nize	de co rous	[7]ex hort	i sin glass
cal ci mine	dem'a gogue	fan'ci ful	lac quer

Pronunciation.—[1]-nă. [2]-æ = ē. [3]klēk. [4]-sēz. [5]krō shā'. [6]krō kā'. [7]-egz

* In adding *ing* to *die*, *lie*, and *tie*, the *e* is dropped, according to Rule I., and then the *i* is changed to *y* to prevent two i's from coming together.

Miscellaneous Test Words.

Direction.—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

163.	164.	165.	166.
lax'a tive	nas tur'tium	port'a ble	strat'a gem
lax i ty	nu'cle us	pre vent'ive	strat e gy
league	ob e lisk	prim'i tive	strat i fy
lev'i ty	ob scene'	prog e ny	tel e gram
lex i con	op'er a	pro pel'	ten ta cle
li cense	[1]or ches tra	prot'est ant	ter ma gant
lit i gate	or i gin	prov ince	terse
lit a ny	or tho dox	pur ga tive	tim'o rous
lit ur gy	ox y gen	pu tre fy	[4]tra che a
lu cid	par a ble	qua drille'	[5]tro che
lug gage	[2]par a chute	quad'ru ped	tu i'tion
mal ice	par à dise	[3]qualm	tyr'an ny
ma lign'	ped ant	rai'ment	u surp'
mam'moth	pen nant	ran cor	u'til ize
mar riage	per fi dy	ratch et	ve neer'
mar tyr	per me ate	rav age	ven'om
mas to don	pes ti lence	rec i pe	ven ti late
med ley	pet ri fy	sil hou ette	ver dant
me lo'de on	pis ton	sparse	ver mil'ion
moc'ca sin	plac id	sphinx	ver'min
mon o gram	*pom ace	spu'ri ous	vol a tile
mo tor	*pum ice	sten cil	wīl y
mu ti late	pomp ous	stim u lant	wit ti cism
myr i ad	por ous	suăv i ty	wres tle

Pronunciation.—[1] ôr'kes trà. [2] -shoot. [3] kwām. [4] trā'ke à. [5] trō'kē.

* pomace (pŭm'as), substance of crushed apples, etc.; pūm'ice, a volcanic substance.

PART III.

LESSON 167

Misused Words.

Direction.—Compare the words of each group ; study the meaning and use of each word.

1. *love*
   like
2. *awfully*
   very
3. *learn*
   teach
4. *elegant*
   delightful
5. *lovely*
   pretty
   pleasant
6. *funny*
   strange
7. *stop*
   stay
8. *splendid*
   excellent
9. *can*
   may

Direction.—Correct the following errors. The proper words will be found above.

Do you *love* green peas ?
We had an *awfully* good time.
These people are *awfully* jolly.
He *learnt* me to swim.
What an *elegant* time we did have !
Don't you think that hat is *lovely ?*
It is a *lovely* day.
It is *funny* that I cannot recollect it.
My friend is *stopping* at the Fifth Avenue Hotel.
This roast beef is *splendid.*
Can I see you a moment ?

To the Teacher.—Let the pupils give examples of the *correct* use of the italicized words.

Lesson 168.

Misused Words.

Direction.—Compare the words of each group ; study the meaning and use of each word.

1. *expect*
   suppose
2. *locate*
   settle
3. *calculate*
   believe
   likely
   intend
4. *reckon*
   believe
5. *ladies*
   women
   ***gentlemen**
   men
6. *perpetually*
   continually
7. *anticipate*
   expect
8. *guess*
   think
9. *balance*
   remainder

Direction.—Correct the following errors. The proper words will be found above.

I *expect* that you were disappointed.
I intend to *locate* in the West.
They could not have found a better man, I *calculate.*
His intentions are good, but his acts are *calculated* to do much harm.
I *calculate* to go West in the spring.
They will not try that again, I *reckon.*
Gentlemen have as much curiosity as *ladies.*
They made excellent sales-*ladies.*
The Irish are *perpetually* using "shall" for "will."
Her death is hourly *anticipated.*
I *guess* that you are getting tired.
The *balance* of the day was spent with his books.

To the Teacher.—Let the pupils give examples of the *correct* use of the italicized words.

* *gents* is vulgar.

Lesson 169.

Misused Words.

Direction.—Compare the words of each group; study the meaning and use of each word.

1. *residence* **house** *reside* **live**
2. *section* **neighborhood**
3. *propose* **purpose**
4. *recommend* **advise**
5. *predicate* **found**
6. *contemptible* **contemptuous**
7. *dangerous* **in danger**
8. *universal* **general**
9. *transpire* **pass**
10. *posted* **informed**
11. *most* **almost**

Direction.—Correct the following errors. The proper words will be found above.

We shall not *reside* in our new *residence* this year.
The people are very sociable in our *section.*
I *propose* to write a true history.
You are *recommended* to try the opposite course.
My statement was *predicated* on reliable information.
I have a *contemptible* opinion of such performances.
This opinion is daily becoming more *universal.*
Several weeks have *transpired,* and nothing has been done.
This man keeps himself well *posted.*
The child is quite ill, but not *dangerous.*
I have spent *most* all my money.
I am *most* through.

To the Teacher.—Let the pupils give examples of the *correct* use of the italicized words.

LESSONS 170, 171, 172.

Abbreviations.

Direction.—Copy and learn the abbreviations. Study the spelling of the words.

170.

A. B., Bachelor of Arts.
A.D. (Anno Domini), in the Year of Our Lord.
æt. (ætatis), aged.
A.M., Before noon ; Master of Arts.
Anon., Anonymous
Ans., Answer.
Av. or **Ave.,** Avenue.
Atty., Attorney.
B.C., Before Christ.
cf. (confer), compare.
Co., Company ; County.
Coll., College; Collector.
cwt., hundred-weight.
E., East.
e. g. (exempli gratia), for example.
Eng., England ; English.
Esq., Esquire.
etc. (et cætera) or &c., and others, and so forth.
Ex., Example.
ft., foot ; feet.

171.

Gov., Governor.
hhd., hogshead.
id. (idem), the same.
i. e. (id est), that is.
Jr., Junior.
l., line.
ll., lines.
Lieut., Lieutenant.
LL.D., Doctor of Laws.
M., Meridian, *or* noon.
M. C., Member of Congress.
min., minutes.
Mlle., Mademoiselle.
Mme., Madame.
mo., month.
MS., Manuscript.
MSS., Manuscripts.
Mt., Mountain.
N., North.
N. B. (Nota bene), Note well.

172.

p., page.
pp., pages.
Ph. D., Doctor of Philosophy.
P.M., Postmaster ; afternoon.
Pres., President.
pro tem., for the time being.
P.S., Postscript.
pwt., pennyweight.
R.R., Railroad.
S., South.
Sec., Secretary.
sq. ft., square feet.
St., Street ; Saint.
Supt., Superintendent.
tr., transpose.
U.S.A., United States of America.
viz. (videlicet), namely, to wit.
vol., volume.
vs. (versus), against.
W., West.

Lesson 173.

Parts of a Ship.

prow	shroud	till'er	star'board
stern	hatch	ca boose'	lar board
keel	berth	bin'na cle	bow sprit
hull	tack'le	fore cas tle	fore-mast
helm	rig ging	cap stan	main-mast
rud'der	hal yards	wind lass	miz zen-mast

Lesson 174.

Pertaining to Sailing.

'yacht	ca noe'	na'vy	har'bor
yawl	gal'ley	flo til'la	ham mock
läunch	gon do la	com'pass	ad mi ral
do'ry	schoon er	bal last	com mo dore
frig ate	pri va teer'	[2]buoy	cap tain
cat a ma răn'	mon'i tor	anch'or	ma rīne'

Lesson 175.

Precious Stones.

pearl	quartz	cam'e o	di'a mond
ru'by	to'paz	em er ald	am e thyst
o pal	jas per	brill iant	mal a-chīte
ag ate	gar net	car bun cle	[3]tur quois'
ō nyx	ber yl	car nēl'ian	[4]sap'phire

Pronunciation.—[1] yŏt. [2] bwǫy *or* bwŏy. [3] tur koiz' (*or* keez). [4] săf'ĭr (*or* ur).

LESSON 176.

Herbs.		Flowering Shrubs.	
bälm	cat'nip	lau'rel	deūt'zi a
tan'sy	gin seng	jaş mine	sy rin'ga
hys sop	car a way	spi ræ'a	a bu ti lon
mul lein	lav en der	a zā le a	eg'lan tine
an ise	mar jo ram	priv'et	hy drăn'ge a
lo be'li a	ber ga mot	weī gē'la	cal y can'thus

LESSON 177.

The Plant World.

Direction.—*Copy the following, and study the italicized words.*

The earth is a *machine* which *yields* almost *gratuitous service* to every *application* of *intellect.* Every plant is a *manufacturer* of soil. In the *stomach* of the plant *development* begins. The tree can draw on the whole air, the *whole* earth, on all the rolling *main.* The plant is all *suction* pipe,—*imbibing* from the ground by its roots, from the air by its leaves, with all its *might.*—*Emerson.*

To *cultivate* a garden is to walk with God, to go hand in hand with Nature in some of her most *beautiful processes,* to learn something of her *choicest secrets,* and to have a more *intelligent interest* awakened in the beautiful order of her works *elsewhere.*—*Bovee.*

Stately Spring! whose robe-folds are *valleys,* whose *breast-bouquet* is gardens, and whose blush is a *vernal evening.*—*Richter.*

The *vegetable* cohorts march *glowing* out of the year in *flaming* dresses, as if to leave this earth were a *triumph.*—*Beecher.*

Lesson 178.

Flowers.

lil'y	pan'sy	dahl'ia	vi'o let
li lac	pe tu'ni a	zin ni a	a nem'o ne
tu lip	bal'sam	bou var'di a	ge ra'ni um
phlox	cro cus	măr'i gold	hŏl'ly hŏck
pē'o ny	ver be'na	be go'ni a	hy a cinth
[1]fuch si a	dai'sy	he'li o trope	[2]mign on ette'

Lesson 179.

Flowers—Parts.

co rol'la	cā'lyx	stā'men	pis'til
pet'al	sē pal	pol len	stig ma

Direction.—*Copy the following, and study the italicized words.*

Flowers should deck the brow of the youthful bride, for they are in themselves a lovely *type* of *marriage.* They should twine round the *tomb,* for their *perpetually renewed* beauty is a *symbol* of the *resurrection.* They should *festoon* the *altar,* for their *fragrance* and their beauty *ascend* in *perpetual worship* before the Most High.—*Mrs. Child.*

"If flowers have *souls,*" said Undine, "the bees, whose *nurses* they are, must *seem* to them darling children at the *breast.* I *once fancied* a *paradise* for the *spirits* of departed flowers. They go," *answered* I, "not into paradise, but into a *middle* state; the souls of *lilies* enter into *maidens' foreheads,* those of *hyacinths* and forget-me-nots dwell in *their* eyes, and those of roses in their lips."—*Richter.*

Pronunciation.—[1] fū'shĭ ȧ. [2] mĭn yon ĕt'.

Lesson 180.

Arithmetic.

cir cum'fer ence	meas'ure	scru'ple	ster'ling
de nom i nate	stand ard	di am'e ter	a re a
a poth e ca ries'	lin e ar	rect'an gle	a cre
weight	fath om	cir cu lar	cir cle
av oir du pois'	squâre	vol ume	an gle
du o dec'i mal	liq'uid	perch	sol id

Lesson 181.

Arithmetic.

cou'pon	cer tif'i cate	prin'ci ples (*of*)	bro'ker age
cap i tal	con sign ee'	per cent'age	guar an ty
par tial	di men'sion	prin'ci pal (*and*)	con sign'or
an nu al	com mis sion	in ter est	pre'mi um
pay ee'	ne go ti a ble	in dorse'ment	for mu la
dis'count	in stall ment	prom'is so ry	pro ceeds

Lesson 182.

Grammar.

phrase	di'a gram	col lect'ive	prep o si'tion
clause	pro noun	ad'jec tive	in ter jec tion
sub'ject	com mon	per son al	in ter rog a tive
noun	prop er	rel a tive	ex plan'a to ry
verb	mod i fi er	pred i cate	prop o si'tion
ad'verb	sen tence	con junc'tion	com'ple ment

Lesson 183.

The Church.

bish'op	chor'is ter	chan'cel	lit'a ny
priest	dis ci'ple	bap tism	tes ta ment
cler'gy	col'port eur	săc ra ment	ser vice
pas tor	pres by ter	res ur rec'tion	sanc ti ty
dea con	tab er na cle	cer'e mo ny	pen i tence
la i ty	syn a gogue	right eous ness	sac ri lege

Lesson 184.

Relating to Law.

no'ta ry	af fi da'vit	de fend'ant	con vey'an cer
reg is ter	re prieve'	[2]mort'gage	mag'is trate
sher iff	[1]eq'ui ty	con sta ble	[4]pet it ju ry
ver dict	jus tice	[3]sub pœ'na	pros e cu'tion
po lice'	ev i dence	sum'mons	ex e cu tion
plaint'iff	de fense'	ac quit'tal	tes'ti mo ny

Lesson 185.

Crimes and Offenders.

ar'son	big'a my	thief	[5]ruf'fian
as sault'	su i cide	li'ar	vil lain
mur'der	may hem	trai tor	ras cal
hom i cide	trea son	per jur er	im pos'tor
burg la ry	fel o ny	crim i nal	scoun'drel
lar ce ny	brib er y	vag a bond	pris on er

Pronunciation.—[1] ĕk'wĭ tў. [2] môr'ĝej. [3] sūb, *not* sup. [4] pet'ў. [5] rŭf'yan.

Lesson 186.

Homonyms.

1 **rood**, fourth of an acre.
rude, rough.

2 **sear**, to burn.
sear *or* **sere**, dry, faded.
seer, a prophet.

3 **shear**, to clip.
sheer, pure; to turn aside.

4 **serf**, a Russian slave.
surf, breaking waves.

5 **serge**, a kind of cloth.
surge, to rise, as waves; a wave.

6 **suite** (*or* **sūit**), attendants; a set of rooms.
sweet, like sugar; pleasing.

7 **team**,—of horses, etc.
teem, to be full of.

8 **tear**, water from the eye.
tier, a row.

9 **throe**, agony.
throw, to cast.

10 **thrown**, cast.
throne, a royal seat.

Direction.—*Put the right word in the right place.*

Light as the foaming (4).—*Cowper.* (5) above (5) burst with tremendous roar.—*Thompson.* (6) is the breath of morn.—*Milton.* (9) physic to the dogs.—*Shakespeare.* (1) am I in my speech.—*Shakespeare.* The (2), the yellow leaf.—*Shakespeare.* He who is unmoved by a (8) has no heart.—*Napoleon.* His mind (7)ing with schemes of deceit.—*Scott.* Wrong forever on the (10).—*Lowell.* Laban went to (3) his sheep.—*Bible.* Go preach to the coward, thou death telling (2).—*Campbell.* Every (1) of ground maintained its man.—*Goldsmith.* "(3) nonsense." Russia freed her (4)s. (5) is commonly of wool. The (6) of an ambassador. The plowman shouts at his (7). (8)s of seats rose, one above another. Care is not easily (10) off. A horse or a ship may (3) from its course. My (9)s came quicker, and my cries increased.—*Dryden.*

Lesson 187.

Homonyms.

1. **tale**, a story; a number counted off.
   tail, the end.
2. **tract**, a region; small book.
   tracked, did track.
3. **troop**, a collection of people.
   troupe,—of players.
4. **vain**, fruitless; fond of praise.
   vane, a weather-cock.
   vein, a blood-vessel.
5. **vial**, a small bottle, a phial.
   viol, a musical instrument.
6. **al'tar**, a place of sacrifice.
   al ter, to change.
7. **au'ger**, a tool for boring.
   au gur, to predict by signs.
8. **as cent'**, a rising.
   as sent, agreement.
9. **bor'ough**, a corporate town.
   bur row, a hole in the ground made by animals.
10. **can'non**, a large gun.
    can on, a rule of the church.

Direction.—*Put the right word in the right place.*

We spend our years as a (1) [number] that is told [counted off].—*Bible.* All the wealth I had ran in my (4)s.—*Shakespeare.* His (3)s moved to victory.—*Macaulay.* As tedious as a twice-told (1).—*Shakespeare.* Holds the eel of science by the (1).—*Pope.* (4) is the help of man.—*Bible.* I found an (6) with this inscription: To the unknown God.—*Bible.* Seeking the bubble reputation even in the (10)'s mouth.—*Shakespeare.* Hid in an (7)-hole.—*Shakespeare.* The (9) is the simplest form of a house. From your sacred (5)s pour your graces.—*Shakespeare.* Softer strings of lute or (5).—*Milton.* The law which (6)eth not.—*Bible.* It received the (8) of the prince.—*Prescott.* The Holy Scriptures are the sacred (10). A narrow (2) of earth.—*Addison.* The (8) of vapors from the earth.—*Webster.* In Conn. and Pa., an incorporated village is called a (9). (2) by a bloodhound. "It (7)s ill." The (4) shows the direction of the wind. A theatrical (3).

Lesson 188.

Homonyms.

1 **can'vas,** coarse linen cloth.
can vass, to examine.

2 **cap'i tal,** chief; chief town; stock in trade.
cap i tol, a house for legislative bodies.

3 **ces'sion,** the act of ceding.
ses sion, the sitting of any assembly.

4 **ceil'ing,**—of a room.
seal ing,—with a seal.

5 **ce're al,** relating to grain.
se ri al, relating to a series.

6 **cru'el,** inhuman.
crew el, worsted.

7 **cel'lar,** a room underground.
sell er, one who sells.

8 **col'lar,**—for the neck.
chol er, anger.

9 **ker'nel,**—of a nut; of corn.
colonel, an officer.

10 **com'ple ment,** that which completes.
com pli ment, praise.

11 **coun'cil,** assembly of men.
coun sel, advice.

12 **in dict',** to accuse in due form.
in dite, to compose.

Direction.—*Put the right word in the right place.*

And now the thickened sky like a dark (4) stood.—*Milton.* Jealousy is (6) as the grave.—*Bible.* (4) the stone and setting a watch.—*Bible.* Thy (11), lad, smells of no cowardice.—*Shakespeare.* What! drunk with (8)?—*Shakespeare.* Who (12)d this letter?—*Shakespeare.* Draw your neck out of the (8).—*Shakespeare.* So many hollow (10)s.—*Milton.* A solemn (11) forthwith to be held.—*Milton.* A busy splendid (2).—*Macaulay.* To suit his (1) to the roughness of the sea.—*Goldsmith.* (5) food. Worked with (6). A (7) for storing wines or roots. The (9) commands a regiment. The grand jury may (12). A (5) story. The (9) of the whole matter. A (3) of Congress. A visit to the (2) at Washington. We will (1) the matter thoroughly. Some verbs require a (10). Buyers and (7)s. A (3) of the island of New Orleans.—*Bancroft.*

Lesson 189.

Homonyms.

1 **less'en**, to make less.
les son, what is learned.

2 ***lev'ee**, a bank to prevent overflow; an assembly of visitors.
lev y, to raise or collect.

3 **sail'or**, a man who sails.
sail er, a thing that sails.

4 **suc'cor**, help.
suck er, that which sucks; a fish.

5 **weath'er**, state of the air.
weth er, a sheep.

6 **mar'shal**, an officer; to arrange.
mar tial, relating to war.

7 **met'al**, iron, gold, etc.
met tle, spirit, courage.

8 **min'er**, a worker in mines.
mi nor, one under age.

9 **mus'cle**,—of the body.
mus sel or **muscle**, a shell-fish.

10 **mus'tard**, a plant and its seed.
mus tered, gathered.

Direction.—*Put the right word in the right place.*

The brisk (8) pants for twenty-one.—*Pope.* He is able to (4) them that are tempted.—*Bible.* Lives like a drunken (3) on a mast.—*Shakespeare.* Pain is (1)ed by another's anguish. —*Shakespeare.* It is foul (5) in us all, good sir, when you are cloudy.—*Shakespeare.* The rascal hath good (7) in him.—*Shakespeare.* The effect of this good (1) keep.—*Shakespeare.* I am a tainted (5) of the flock.—*Shakespeare.* Order the trial, (6), and begin.—*Shakespeare.* New Orleans is protected from inundation by a (2). The shoot on the stem is a (4). The vessel is a fast (3). Some (9)s obey the will. (10) has a pungent taste. Armies have sappers and (8)s.—*Webster.* To (2) taxes. The (9) is a bivalve. Troops were (10). Sonorous (7) blowing (6) sounds.—*Milton.*

* In the second sense, usually pronounced lev ee', in the United States.

Lesson 190.

Words very nearly alike in sound.

1 **brid'al**, marriage.
bri dle,—for a horse.

2 **căr'at**, a weight.
car rot, a garden root.

3 **gam'ble**, to play for money.
gam bol, to frolic.

4 **cym'bal**, a musical instrument.
sym bol, sign.

5 **i'dle**, doing nothing.
i dol, an image for worship.
ī dyl (or **ĭd**), a descriptive poem.

6 **li'ar**, one who tells lies.
lyre, a musical instrument.

7 **prin'ci pal**, chief.
prin ci ple, rule of action.

8 **bar'ren**, unfruitful.
bar on, a noble.

9 **cur'rant**, fruit.
cur rent, stream.

10 **ex'er cise**, to set in action; action.
ex or cise, to drive out evil spirits.

11 **pen'dant** (noun), a hanging ornament.
pen dent (adj.), hanging.

12 **pis'tol**, fire-arm.
pis til,—of a flower.

Direction.—*Put the right word in the right place.*

Words are the (4)s of things.—*South.* Wisdom is the (7) thing.—*Bible.* The (1) of the earth and sky.—*Herbert.* In (5) wishes fools supinely stay.—*Crabbe.* God and good men hate so foul a (6).—*Shakespeare.* (3) on the "green." A continual (1) on the tongue.—*Watts.* The wise for cure on (10) depend.—*Dryden.* Sounding brass and tinkling (4).—*Bible.* Tennyson's "(5)s of the King." Pure gold is twenty-four (2)s fine. The (9) grows on a shrub. The (6) was the instrument of Apollo. Words (8) of ideas. A (9) of electricity. The (12) is the seed-bearing organ. My (5) was shattered. To (10) a demon. Men (3) away home and happiness. A (11) rock. (2)s are reddish-yellow. (8) Humboldt. A jeweled (11) at the ear. (12)s from Pistoja, Italy. Sound (7)s.

Lesson 191.

Review.

1. (Throw, throe) physic to the dogs; (isle, I'll, aisle) (none, nun) of it.—*Shakespeare.*
2. (Idyl, idol, idle) (tiers, tears), I know not what they (mien, mean).—*Tennyson.*
3. (Sweet, suite) is pleasure after (pain, pane).—*Dryden.*
4. Who o'er the (heard, herd) (wood, would) wish to (rain, reign)?—*Scott.*
5. Loud (surges, serges) lash the sounding shore.—*Pope.*
6. The golden (altar, alter) which was before the (thrown, throne).—*Bible.*
7. The (assent, ascent) of the Matterhorn tests both (mussel, muscle) and (metal, mettle).
8. (Vein, vain) as the (lief, leaf) upon the stream.—*Scott.*
9. He who (would, wood) rule others must (bridal, bridle) self.
10. A (barren, baron) (tracked, tract) of land is called a desert.
11. The (marshal, martial) proceeded to (levy, levee) (troupes, troops).
12. Ships are but boards, (sailors, sailers) but men.—*Shak.*
13. The Senate holds its (cessions, sessions) in the north wing of the (Capitol, capital).
14. The crack of the (pistil, pistol) was the signal for the booming of the (canon, cannon).
15. From a circle around the moon farmers (augur, auger) (fowl, foul) (wether, weather).
16. The (carrot, carat) is used in weighing precious metals.
17. Would that our (principal, principle) men were all men of (principal, principle)!
18. Millions for defense (butt, but) (not, knot) (won, one) (scent, cent, sent) for tribute.—*Pinckney.*

Lesson 192.

Diseases.

chol'er a	jäun'dice	in san'i ty	rheu'ma tism
mea sles	ver ti go	di ar rhe'a	in flam ma'tion
scur vy	scrŏf u la	lu'na cy	dys pep'si a
[1]nau se a	de lir'i um	chil blain	er y sip'e las
drop sy	hys ter ics	neu ral'gi a	dys'en ter y

Lesson 193.

Diseases.

a'gue	asth'ma	bron chī'tis	ty'phus
pal sy	croup	diph the ri a	ab scess
pa ral'y sis	ca tarrh'	pneu mo ni a	can cer
ep'i lep sy	pleu'ri sy	in flu en'za	gan grene
ap o plex y	[2]phthis ic	tu'mor	scar la tī'na
ma raş'mus	[3]phthi sis	ul cer	vā'ri o loid

Lesson 194.

Medicines.

phys'ic	ca thar'tic	lau'da num	al'co hol
rhụ barb	mor'phĭne	par e gor'ic	glyc er ĭne
ip e cac	gen tian	sar sa pa ril'la	va le'ri an
quĭ nīne'	lic o rice	chlo'ro form	[5]mag ne si a
ar'se nic	[4]quas si a	strȳch nĭne	am mo ni a
cam phor	sul phur	o po del'doc	sas'sa fras

Pronunciation.—[1] naw'she a. [2] tiz'ik. [3] thī'sis. [4] kwŏsh'i a. [5] nē'zhi a.

Lesson 195.

Troublesome Terminations—*ar, er, or* (= *ŭr*).

act'or	bear'er	chan'cel lor	debt'or
dip per	beg gar	sec u lar	doc tor
an ces tor	be liev'er	clam or	dol lar
ar bor	lodg'er	cor o ner	do nor
ar dor	burg lar	ju ror	ed it or
au di tor	cal en dar	con duct'or	fla vor
au thor	cap tor	cred'it or	bach e lor

Use.—Descending from noble ancestors; pursuing with ardor; an attentive auditor; the calendar of the year; the captor showing mercy to the captive; the chancellor of a university; both sacred and secular music; the loud clamor of battle; a generous donor; a delicious flavor.

Lesson 196.

ar, er, or (= *ŭr*).

glob'u lar	joc'u lar	mor'tar	op press'or
gov ern or	jun ior	mourn er	or'a tor
gram mar	[1]lan guor	mus cu lar	rig or
gro cer	ledg er	nec tar	preach er
har bor	lu nar	oc u lar	con quer or
in struct'or	me te or	o dor	pos sess'or
in vent or	suc ces'sor	pro fess'or	pre cep tor

Use.—Globular shape of the earth; a droll, jocular mood; languor induced by exhaustion; a lunar eclipse; meteors flaming through the sky; successor of the deceased king; to drink the nectar of the gods; ocular proof; stern winter's rigor; preceptor in Latin.

Pronunciation.—[1] lăng'gwur.

LESSON 197.

Pronunciation.—(See Key, pp. 36 and 71.)

ac clī'māte	ăl'ter nāte *or*	ca nīne'	de cā'dence
ad drĕss' (*noun and verb*)	ăl tĕr'nāte (*verb*)	cătch (*not* kĕtch)	de făl'cate
al'ge brà (*not* brā)	amateur (am a tur' *or* am a tūr')	çēre'ments	dĕf'i cit
al lŏp'a thy	ap o thē'o sis	ehī rŏg'ra phy	dis frăn'chĭse
ăl lo păth'ic	a rō'mà	cognac (kōn'yak)	dis'pu tant
ho me ŏp'a thy	ăth e nē'um	cŏm'pa ra ble	dŏc'ile
ho me ŏp'a thist	badinage (băd e năzh')	cŏm'rāde	dŭc'at
ho me o păth'ic	blăs'phe my	co quĕt'ry	e nĕr'vate
hy drŏp'a thy	bo re ā'lis	cọu'ri er	ex'qui şite
ăl ter cā'tion	bron ehī'tis	covetous (kŭv'et us)	ex tem'po re
ăl tĕr'nate (*noun and adj.*)			ex tŏl'
			flae'çid

LESSON 198.

Troublesome Terminations—*ar, er, or* (= *ŭr*).

rụ'mor	splen'dor	tor'por	vic'tor
sen a tor	stag ger	trai tor	vig or
sen ior	strag gler	tre mor	vis it or
sim i lar	suit or	tu bu lar	vul gar
liq uor	ten or	tu tor	wear er
so lar	sur vey'or	val or	tab u lar
spec ta'tor	com pet i tor	va por	con quer or

Use.—**Wars and rumors of wars ; solar rays ; a persistent suitor ; the even tenor of our way ; competitors in love ; the torpor of death ; a tremor of fear ; a tubular bridge ; the valor of Hercules ; the vigor of youth ; tabular statistics.**

LESSON 199.

Troublesome Terminations—*cal, cle.*

cu'bic al	cu'ti cle	mag'ic al	hys ter'ic al
chem ic al	cyn ic al	i ci cle	fa nat ic al
clas sic al	fin i cal	log ic al	i den tic al
cler ic al	mir a cle	man a cle	gram mat ic al
com ic al	mus cle	med ic al	math e mat'ic al
crit ic al	mu sic al	met ric al	met a phor ic al

Use.—**Classical** literature; **clerical** garb; **clerical** errors; examined with **critical** care; the **cuticle** covering the body; **cynical** as Diogenes; **finical** taste; **logical** course of reasoning; **manacles** on the wrists; **metrical** cadence of poetry; outburst of **hysterical** laughter; **fanatical** reformers; **identical** person; a **metaphorical** use of words.

LESSON 200.

cal, cle.

ob'sta cle	pin'na cle	spher'ic al	whim'si cal
op tic al	prac ti cal	sur gic al	sym met'ric al
or a cle	rad i cal	tech nic al	re cep ta cle
par ti cle	skep tic al	top ic al	an a lyt'ic al
po et'ic al	spec ta cle	trag ic al	sta tis'tic al
phys'ic al	ve hi cle	typ ic al	met a phys'ic al

Use.—An **optical** illusion; predictions of an **oracle**; **physical** force; a **pinnacle** of the temple; for all **practical** purposes; a **radical** change; a **skeptical** mind; a hideous **spectacle**; language, the **vehicle** of thought; **technical** terms of science; the cornucopia, **typical** of abundance; **whimsical** humor; **symmetrical** in outline; **analytical** reasoning; **statistical** tables; **metaphysical** speculations.

LESSON 201.

Pronunciation.—(See Key, pp. 36 and 71.)

fĭ nance′	gŏv′ern ment	handkerchief (hangk′er chĭf)	hy gi ĕn′ic
fĭ nan′ceş	grăn′a ry	heärth	hȳ men ē′al
fĭn an ciēr′	grā′tis	hĕr′o ĭne	ĭm′pi ous
fōrge	grease (*noun*)	hĕr′o ĭsm	in cŏm′pa ra ble
fōr′ger y	greaşe (*verb*)	his′to ry (*three syl.*)	in dĭs′pu ta ble
fôrt′nīght	greaş′y	hŏl′o caust	in′dus try
frăn′chĭşe	grĭ māce′	hound (sound *d*)	in ĕx′o ra ble
fŭl′sŏme	guä′no	ho rī′zon	in quīr′y
gäpe	gum-ăr′a bic	hȳ′gi ēne	ĭn′te gral
gŏn′do lå	hạl′i but		in ter lŏc′u tor
gooşe′ber ry			

LESSON 202.

Troublesome Terminations—*cy*, *sy*.

ac′cu ra cy	[1]court′e sy	fal′la cy	pri′va cy
in tri ca cy	de cen cy	flee cy	tend en cy
brill ian cy	del i ca cy	her e sy	va can cy
dis crep′an cy	ec sta sy	jui cy	e mer′gen cy
clem′en cy	em bas sy	leg a cy	[2]hy poc ri sy
con spir′a cy	spi cy	pol i cy	de moc ra cy
con′tro ver sy	tip sy	se cre cy	ce lib a cy

Use.—Mathematical **accuracy**; a **discrepancy** between two statements; treating the prisoner with **clemency**; in an **ecstasy** of delight; an **embassy** from France; **fallacy** in reasoning; religious **heresy**; England's foreign **policy**; a downward **tendency**; ready for any **emergency**; Pharisaic **hypocrisy**; the **celibacy** of the clergy.

Pronunciation.—[1] kurt′e sȳ. [2] hȳ (*not* hȳ).

LESSON 203.

Troublesome Terminations—*ise, ize.*

ag'o nize	cat'e chise	e con'o mize	ag'gran dize
bap tize'	crit i cise	en'ter prise	com pro mise
cap size	le gal ize	col o nize	char ac ter ize
chas tise	mag net ize	fer ti lize	fa mil'iar ize
civ'il ize	e qual ize	gal va nize	a pol o gize
i dol ize	au thor ize	har mo nize	ad ver tise'

Use.—To **civilize** the savages; to **catechise** children on matters of theology; war, or **legalized** murder; to **magnetize** a needle; to **equalize** accounts; **authorized** by usage; to **economize** time; a business **enterprise**; to **colonize** new territories; colors or tones that **harmonize**; schemes for **aggrandizing** self; no **compromise** with evil; the firmness which **characterized** Cromwell; to **familiarize** one's self with the Bible.

LESSON 204.

ise, ize, yze.

mem'o rize	păt'ron ize	scru'ti nize	mer'chan dise
mor al ize	rec og nize	sol em nize	sym pa thize
neu tral ize	sat ir ize	stig ma tize	scan dal ize
or gan ize	the o rize	su per vise'	mo nop'o lize
pul ver ize	an a lyze	sym'bol ize	sys'tem a tize
re al ize	par a lyze	tan ta lize	tyr an nize

Use.—To **moralize** on all subjects; to **neutralize** opposition; to offensively **patronize** an inferior; to **satirize** folly; to **theorize** on the future life; to **paralyze** one's energies; to **scrutinize** a man's motives; to **solemnize** marriage; to **stigmatize** one's character; a circle to **symbolize** eternity; to **tantalize** with false hopes; to **scandalize** virtuous men; to **monopolize** the India trade; to **systematize** one's work; to **tyrannize** over the weak.

LESSON 205.

Pronunciation.—(See Key, pp. 36 and 71.)

iron (I'urn)	läun'dry	mā'tron	mis cŏn'strue
ir re mē'di a ble	lēi'şure	mĕch'an ist	mŏl'e cūle
ir rĕp'a ra ble	lē'ni ent	mē'di ō cre	mŏn o ma'ni ac
ir rĕv'o ca ble	lī'lac	memoir (mĕm'wor)	mŏr'phĭne
ĭs'o lāte (*or* ĭş)	lĭ thŏg'ra pher	mĕr'can tĭle	mu şē'um
jū'gu lar	lȳ cē'um	meş'mer ize	nāpe
jū've nĭle	māin'te nance	mī ăş'mà	nausea (naw'she a)
kĕt'tle	ma nī'ac al	mī cro scŏp'ic	nā'şal
lăm'ent a ble	mam mä'	mĭn'i a tūre	nă'tion al
languor (lăng'gwur)	pa pä'	mĭs'chĭev ous	

LESSON 206.

Troublesome Terminations—*able, ible.*

nōt'a ble	de plor'a ble	per ceiv'a ble
pal pa ble	re vers i ble	per cep ti ble
pit i a ble	os ten si ble	per mis si ble
pos si ble	re ceiv a ble	re spect a ble
rul a ble	plau'si ble	re spon si ble
sāl a ble	suit a ble	sus cep ti ble
ten a ble	tam a ble	war'rant a ble
vis i ble	tan gi ble	ap pli ca ble

Use.—A **notable** event; **palpable** errors; a position not **tenable**; reduced to a **deplorable** condition; a **reversible** sentence; **ostensible** motives; a **plausible** story; **tangible** objects; no **perceptible** difference; **permissible** indulgence; the **susceptible** young mind; a severity not **warrantable**; a remark **applicable** to the case.

Lesson 207.

Troublesome Terminations—*able, ible.*

ac cept'a ble	au'di ble	des'pi ca ble
ac ces si ble	blam a ble	con tempt'i ble
ad vis a ble	du ra ble	at trib u ta ble
a mē na ble	di gest'i ble	cor rupt i ble
as sail a ble	dis cern i ble	in flam ma ble
a vail a ble	con ceiv a ble	com bus ti ble
di vis i ble	cred'it a ble	ad mis si ble
cul'pa ble	cred i ble	at tain a ble

Use.—**Accessible** mountains; **amenable** to the divine law; in an **assailable** position; **available** funds; **culpable** negligence; **audible** whisper; infinity not being **conceivable**; **creditable** witnesses; **credible** statements; **despicable** meanness; faults, not **attributable** to the author; **admissible** arguments; perfection not **attainable**.

Lesson 208.

able, ible.

eat'a ble	in sep'a ra ble	in com'pa ra ble
ed i ble	in tel li gi ble	in cor ri gi ble
el i gi ble	im mov a ble	in di gest'i ble
ē qua ble	ex cus a ble	in dis pen sa ble
fal li ble	flex'i ble	in ex haust i ble
fea si ble	in del'i ble	ir re sist i ble
laud a ble	i ras ci ble	ir rep'a ra ble
leg i ble	ir'ri ta ble	in im i ta ble

Use.—**Edible** roots; **eligible** to office; **equable** motion; all men being **fallible**; a **feasible** plan; **legible** writing; an **intelligible** account; the **flexible** willow; **indelible** impressions; **irascible** temper; Shakespeare's **incomparable** genius; an **incorrigible** drunkard; **indispensable** to success; **irreparable** loss; **inimitable** wit.

LESSON 209.

Pronunciation.—(See Key, pp. 36 and 71.)

re cŏn'noĭs sănce	pā'tri ot	pôr'ce lain	quạn'da ry
nŏm'i na tive	pā'tron	pŏst'hu mous	quĭ nīne' *or* quī'nīne
ō'a sēş	păt'ron ize	pretty (prĭt'tў)	quôĭt
ō le o mär'ga rĭne (*g* hard before *a*)	pē'o ny	pre tĕnse'	răd'ish
ŏn'er ous	pĕr'emp to ry	pre vĕnt'ive	răil'ler y
ō'nyx	pī ä'no-fōr'tę	prŏb'i ty	răp'ĭne
o răng'-ọu tăng'	pla cärd'	pronunciation (pro nŭn shĭ ā'shun)	raspberry (răz'ber rў)
ôr'tho e py	ple bē'ian	py răm'i dal	rā'tion al
ō'vert	pō'em	pў rī'tēş	rē'al ly
partiality (par shĭ ăl'ĭ ty)	po lo nāiṣe'	quăg'gy	neu răl'gi ȧ

LESSON 210.

Troublesome Terminations—*eous*, *ious*.

ā'que ous	right'eous	am phib'i ous
co pi ous	gor geous	cer e mo'ni ous
du bi ous	nau seous	del e tē ri ous
gaş e ous	sac ri lē'gious	in stan ta ne ous
hid e ous	er ro'ne ous	mis cel la ne ous
im pi ous	punc til ious	sī mul ta ne ous
de lir'i ous	out ra geous	su per cil i ous
coũrt'e ous	im per vi ous	spon ta'ne ous

Use.—**Aqueous** solutions; **copious** draughts; **dubious** questions and issues; a **courteous** gentleman; profaned by **sacrilegious** hands; **punctilious** observance of forms; cloth made **impervious** to water; frogs being **amphibious**; **deleterious** drugs; **simultaneous** events; **supercilious** scorn; **spontaneous** bursts of applause.

Lesson 211.

Troublesome Terminations—*ant, ent.*

a bun'dant	com'bat ant	cor'pu lent
ac count ant	com pe tent	de fend'ant
ar'ro gant	rec re ant	de pend ent
as sail'ant	con sist'ent	*de scend ant
as sist ant	con'so nant	de spond ent
at tend ant	con va les'cent	dis cord ant
bel lig er ent	con'ver sant	el'e gant
clâir voy ant	cor re spond'ent	ex or'bi tant

Use.—An accurate **accountant**; purse-proud and arrogant; **belligerent** armies; a fortune-telling **clairvoyant**; vanquished **combatant**; **competent** judges; a dastardly **recreant**; **consistent** line of conduct; a **convalescent** patient; **conversant** with history; **despondent** prisoner; harsh, **discordant** cries; **exorbitant** prices.

Lesson 212.

ant, ent.

ex pe'di ent	in de pend'ent	re cip'i ent
im per ti nent	lux u'ri ant	re luc tant
im por tant	ma lig nant	stag'nant
in ces sant	pet'u lant	pro fi'cient
in clem ent	pleas ant	tri umph ant
in solv ent	poign ant	va'grant
in ter mit'tent	prev a lent	vig i lant
ir rel'e vant	su per in tend'ent	war rant

Use.—An **expedient** course; **impertinent** question; **incessant** hum of insects; **inclement** weather; **insolvent** debtor; **intermittent** ebb and flow; **irrelevant** remarks; **luxuriant** tropical forests; **malignant** fevers; a hasty, **petulant** reply; **poignant** grief; **prevalent** opinion; **recipient** of many favors; **reluctant** to obey; **proficient** in music.

* descendant (*noun*), descendent (*adj*).

Lesson 213.

Pronunciation.—(See Key, pp. 36 and 71.)

rĕf'er a ble	sär sa pa rĭl'la	sub pœ'na (*not* sŭp)	tortoise (tôr'tĭs)
rĕp'a ra ble	sa tī'e ty	sub sīd'ence	toward (tō'ard)
re sēarch'	sĕck'el	suffice (sŭf fĭz')	trĭb'une
re sōurce'	sī mul tā'ne ous	te lĕg'ra phy	trĭ ehī'næ
rĕv'o ca ble	sī'ne cure	tĕn et	vae'çīne
ro măncе'	sī'ne dī'e	~~th~~ĕre'fore	va gā'ry
săc'ra ment	slēek	~~thĭth~~ er	vā'ri o loid
sacrifice (săc'rĭ fĭz)	squā'lôr	tĭck'lish	vē'he ment
salmon (săm'un)	stạl'wart (*or* stạl)	tī'ny	zo ŏl'o gy (*not* zŏ)
	strā'tạ	tĭ rāde'	

Lesson 214.

Troublesome Terminations—*cious, tious.*

*av a rĭ'cious	pro pĭ'tious	te nā'cious
ca prĭ'cious	su per sti'tious	vex a tious
ex pe dĭ'tious	sus pĭ'cious	os ten ta'tious
fic tĭ'tious	vĭ'cious	con ten'tious
ju di cious	cap tious	pre co cious
ma li cious	con scious	sen ten tious
nu tri tious	fa ce'tious	sa gā cious
per ni cious	in fec tious	con sci en'tious

Use.—**Capricious fancies; expeditious messenger; pernicious practices; the fates being propitious; superstitious fears; a captious (*fault-finding*) disposition; a facetious remark; infectious diseases; ostentatious display of wealth; an angry, contentious mood; precocious child; a vigorous, sententious style.**

* In the first twelve words the sound of *ci* and *ti* (= sh) is thrown back with the preceding short vowel.

LESSON 215.

Troublesome Words—*e* or *i*.

cel'e brate	im'ple ment	rar'e fy	tel'e scope
dep re cate	liq ue fy	rar i ty	ten e ment
des e crate	mal le a ble	rec re ate	ter ri fy
ex e crate	pe tro'le um	se ren'i ty	trag e dy
ex pi ate	prom e nade'	skel'e ton	veg e tate
im ped'i ment	priv'i lege	stu pe fy	ver i fy
sup'ple ment	prod i gy	stu pid'i ty	gay e ty

Use.—To **deprecate** such cruelty; **desecrate** an altar; **execrate** a traitor; **expiate** a crime; marched on without **impediment**; **implements** of war; **liquefy** ice; **malleable** metals; **prodigy** of learning; **rarefy** air; **serenity** amid troubles; **stupefy** with drugs; a valuable **supplement** to the book; a shocking **tragedy**; **verify** the report.

LESSON 216.

Troublesome Words—*a, e,* or *i*.

a cad'e my	dil'a to ry	prŏp'a gate	sec're ta ry
a̤l'ma nac	ed i fice	rem e dy	nu tri ment
ap a thy	ep i taph	ren e gade	sep a rate
av a rice	mal a dy	ret i nue	ser e nade'
cat a ract	or na ment	rev e nue	spec'i men
lin e al	or i fice	sac ri lege	ves tige
cit a del	pal a ta ble	sal a ry	lin e age

Use.—Calm endurance, but not **apathy**; a miser's **avarice**; **lineal** descent; surrender of the **citadel**; a **dilatory** messenger; marble **edifices**; fatal **maladies**; **orifice** of the wound; **propagate** plants; a **renegade** from his faith; the prince's numerous **retinue**; **revenue tax**; impious **sacrilege**; no **vestige** remaining; of noble **lineage**.

Lesson 217.

Troublesome Terminations—*ance, ence.*

ab'sti nence	ig'no rance	de fi'ance
ex ist'ence	dif fi dence	el'e gance
an noy ance	dil i gence	in de pend'ence
cog'ni zance	griev ance	ac quaint'ance
in no cence	fra grance	de liv er ance
venge ance	es sence	ap pear ance
com pli'ance	pit tance	con cord ance
con vey ance	al li'ance	coun'te nance

Use.—**Abstinence** from alcoholic liquors ; within the **cognizance** of the law ; execute fierce **vengeance** ; in **compliance** with a request ; means of **conveyance** ; redress a public **grievance** ; receiving a mere **pittance** ; **alliance** between France and England ; a spirit of **defiance** ; Bible **concordance.**

Lesson 218.

ance, ence.

com'pe tence	con niv'ance	vig'i lance
in di gence	rev'er ence	vi o lence
neg li gence	ve he mence	main te nance
sus te nance	re sist'ance	rem i nis'cence
o be'di ence	nui'sance	for bear'ance
oc cur rence	res i dence	in tel li gence
prev'a lence	ut ter ance	tem'per ance
re mit'tance	va ri ance	re pent'ance

Use.—Reduced from **competence** to **indigence** ; **sustenance** of the body ; the **prevalence** of vice ; **remittance** by draft ; **connivance** at what is wrong ; **reverence** for God ; the **vehemence** of passion ; a summer **residence** ; at **variance** with his neighbor ; **vigilance** of a watch-dog ; **maintenance** of a principle ; **reminiscences** of childhood.

Lesson 219.

Troublesome Words—*c*, *s*, or *sc*.

ac qui esce′	lat′tice	re scind′
as cer tain	ne ces′si ty	ret′i cence
co in′ci dence	os′cil late	scen er y
con de scend′	pau ci ty	scin til late
cres′cent	poul tice	sol ace
di ver′si ty	prej u dice	te nac′i ty
ef fer vesce′	pro bŏs′cis	tran scend
ex cres′cence	pro pen si ty	vac′il late

Use.—To **acquiesce** in an opinion ; an exact **coincidence** ; to **condescend** to folly ; the **crescent** moon ; to **effervesce** with merriment ; an **excrescence** on the body ; **oscillate** like the pendulum ; **paucity** of ideas ; a **propensity** to evil ; to **rescind** a resolution ; unsocial **reticence** ; **scintillating** stars ; **tenacity** of purpose ; **transcend** all limits ; **vacillate** between two opinions.

Lesson 220.

Pronunciation.—(See Key, pp. 36 and 71.)

Ăr′ab	Disraeli (diz rā′el ē)	Car tha gĭn′i an	O rī′on
Ăr′a bĭc	Bĕr′lin	Dān′ish	Pal′es tīne
Ar ċhi mē′dēş	Bĭs′marck (*not* bĭz′)	Ġĕn′o ȧ	Persia (per′shĭ ȧ)
Asia (ā′shĭ ȧ)	Cāi′ro (*U. S.*)	Ī′o wȧ	Yō sĕm′i te
Beaconsfield (bĕk′unz fēld)	Caī′ro (*Egypt*)	Italian (ĭ tăl′yan—*not* ĭ)	Zeus (zūs)

Caution.—When the following italicized words are used as adjectives, the termination *ed* forms a separate syllable.

Bless′ed hope ; *belov′ed* son ; *curs′ed* day ; *dog′ged* resistance ; *learn′ed* men ; *wing′ed* insects.

Lesson 22J.

Verbal Distinctions.

Direction.—Mark the difference in *spelling, pronunciation,* and *use.*

1 **ac cede'**, to agree to.
ex ceed, to go beyond.

2 **ac cept'**, to take.
ex cept, to leave out.

ad her'ence, attachment.
3 **ad her ents**, followers, partisans.

4 **ad vice'**, counsel.
ad vise, to give counsel.

af fect', to act upon.
5 **ef fect**, to produce; consequence.

al ly', one in league with
6 another; to connect.
al'ley, a narrow way.

al lu'sion, indirect refer-
7 ence.
il lu sion, an unreal image.

as say', to test metals.
8 **es say**, to attempt.
es'say, an attempt; a composition.

9 **as sist'ance**, help.
as sist ants, helpers.

at tend'ance, service.
10 **at tend ants**, persons who attend.

11 **cel'er y**, a plant.
sal a ry, wages.

Direction.—*Put the right word in the right place.*

We can give (4), but we cannot give conduct.—*Franklin.* Fame, glory, wealth, honor, have in the prospect pleasing (7)s.—*Steele.* Find out the cause of this (5).—*Shakespeare.* I thus (8) to sing.—*Byron.* There is my pledge, (2) it.—*Shakespeare.* His deeds (1) all speech.—*Shakespeare.* The firm (3) of the Jews to their religion.—*Addison.* I shall no more (4) thee.—*Milton.* The (2)ed tree.—*Milton.* Yonder (6)s green.—*Milton.* Dark weather (5)s the spirits. An (7) to the past. Gold is often (8)ed with nitric acid and salt. The ladies in (10) upon the queen. The principal and two of his (9). Subjects and (3) of the king. To (1) to a request.—*Worcester.* A faithful (6). (11) grows in trenches. The President's (11) is $50,000 a year. Without the (9) of a mortal hand.—*Shakespeare.* A train of (10).—*Hallam.*

Lesson 222.

Verbal Distinctions.

Direction.—Mark the difference in *spelling, pronunciation,* and *use.*

1 **com pla'cent,** displaying satisfaction.
com'plai şant', desirous to please, courteous.

2 **con'fi dent,** sure ; trustful.
con'fi dănt', (mas.) } a confidential friend.
con'fi dănte', (fem.) }

3 **cor re spond'ence,** letter writing ; agreement.
cor re spond ents, those who write letters.

4 **crit'ic,** a judge of literature.
cri tique', a criticism.

5 **def'er ence,** respect.
dif fer ence, disagreement.

6 **de cease',** death.
dis ease', illness.

7 **de scent',** a going down.
dis sent, to disagree.

8 **de şert',** to run away from.
de şert, what is deserved.
deş'ert, a barren region.
deş şert', fruit, pastry, etc., after dinner.

9 **de vise',** to invent.
de viçe, a design.

10 **e lic'it,** to draw out.
il lic it, unlawful.

Direction.—*Put the right word in the right place.*

The remedy is worse than the (6).—*Bacon.* Like roses that in (8)s bloom and die.—*Pope.* And be each (4) the good-natured man.—*Goldsmith.* Enjoy the kingdom after my (6).—*Shakespeare.* He disappointeth the (9)s of the crafty.—*Bible.* To become my (2).—*Dryden.* His reputation falls far below his (8).—*Hamilton.* To (9) curious works.—*Bible.* To (8) one's post. A blind (5) to authority.—*Middleton.* An (10) trade.—*Webster.* To (7) from a proposition. (5)s and resemblances. The published (3) of Carlyle and Emerson. (1) pride in self. An ably written (4). A (8) of berries and cream. Several enterprising newspaper (3). To (10) truth by discussion.—*Webster.* A (1) courtier. The (7) from the cross. The fool rageth and is (2).—*Bible.*

Lesson 223.

Verbal Distinctions.

Direction.—Mark the difference in *spelling*, *pronunciation*, and *use*.

1 **for'mer ly**, in time past.
form al ly, in due form.

2 **e merge'**, to rise out of.
im merge, to plunge into.

3 **e rup'tion**, a breaking out.
ir rup tion, a breaking into.

4 **ex'tant**, now existing.
ex tent', space, size.

5 **fa cil'i ty**, ease in doing.
fe lic i ty, happiness.

6 **fish'er**, one who fishes.
fis sure, a cleft or crack.

7 **em'i grate**, to leave one's country.
im mi grate, to remove into a country.

8 **gal'lant**, brave, noble.
gal lănt', polite to ladies.

9 **gen'ius**, a clever person.
ge ni us, a spirit.
ge nus, race, kind.

10 **go ril'la**, a savage animal.
guer ril la, an irregular soldier.

11 **in cite'**, to stir up.
in'sight, deep view.

Direction.—*Put the right word in the right place.*

Our own (5) we make or find.—*Goldsmith.* Life in its large (4) is scarce a span.—*Cotton.* Shakespeare was a rare (9).—*Webster.* Forced to (7) in a body to America.—*Macaulay.* The unseen (9) of the wood.—*Milton.* Three (6)s went sailing out into the west.—*Kingsley.* Those who have (2)d from very low classes of society.—*Burke.* Diseased nature oftentimes breaks forth in strange (3)s.—*Shakespeare.* A (8) officer.—*Webster.* These perpendicular (6)s in the earth.—*Goldsmith.* Only twenty of the many plays of Plautus are (4). The (3) of the Goths into Italy. (2)ed in a sea of troubles. Shall the Chinese (7) to our shores? The (10) is found in Africa. Small-pox was (1) much more fatal. Practice gives (5). An (11) into human nature. Brave in war and (8) in love. (10) warfare. A (9) is composed of species. They were (1) introduced. Pontiac (11)d the Indians to revolt.

Lesson 224.

Verbal Distinctions.

Direction.—Mark the difference in *spelling, pronunciation,* and *use.*

1 **in gĕn'ious,** having ingenuity.
in gĕn u ous, free from deception.

2 **in tents',** designs.
in tense, strained.

3 **lean,** thin; to incline.
lĭ'en, a legal claim.

4 **light'en ing,** making lighter; flashing.
light ning, a flash of electric light.

5 **or'di nance,** a law.
ord nance, great guns.

6 **med'al,** a stamped piece of metal for reward.
med dle, to interfere.

7 **lin'e a ment,** outline, feature.
lin i ment, liquid ointment.

8 **pa'tients,** sick persons.
pa tience, calmness under trials.

9 **pil'lar,** a column.
pil lōw, a cushion.

10 **plaint'iff,** the complainant.
plaint ive, mournful.

Direction.—*Put the right word in the right place.*

(8) is sorrow's salve.—*Churchill.* An (1) detestation of falsehood.—*Locke.* Man he seems in all his (7).—*Milton.* Thou'lt die by God's just (5).—*Shakespeare.* A pitiful and (10) look.—*Dickens.* Be thy (2) wicked or charitable.—*Shakespeare.* As (3) was his horse as a rake.—*Shakespeare.* All the battlements their (5) fire.—*Shakespeare.* As (4) does the will of Heaven.—*Pierpont.* The (9)s of church and state.—*Webster.* A (6) bestowed for brave deeds. An (2) hatred of evil. A (3) upon an estate. There is no (7) for a broken heart. (6) not with the affairs of others. Incurable (8). The (10) in a lawsuit. An (1) piece of mechanism.—*Worcester.* (4) the burdens of mankind is a divine mission. Sloth finds the down (9) hard.—*Shakespeare.*

Lesson 225.

Verbal Distinctions.

Direction.—Mark the difference in *spelling*, *pronunciation*, and *use*.

pop'lar, a tree.
1 **pop u lar**, liked by the people.

2 **pop'u lace**, the people.
pop u lous, full of people.

3 **pre cede'**, to go before.
pro ceed, to go forward.

pre cēd'ent, going before.
4 **prĕc'e dent**, what has gone before as an authoritative example.

pre cēd'ence, a going before.
5 **prĕc'e dents**, plural of *prĕc'e-dent*.

6 **pres'ence**, being present.
pres ents, gifts.

7 **proph'e sȳ**, to predict.
proph e cy, a prediction.

8 **prof'it**, gain.
proph et, one who foretells.

9 **rad'ish**, a root.
red dish, somewhat red.

10 **rel'ic**, what remains.
rel ict, a widow.

săt'ire, keen and severe
11 composition.
sā tyr, a sylvan deity.

Direction.—*Put the right word in the right place.*

Certain signs (3) certain events.—*Cicero.* The best (8) of the future is the past.—*Byron.* Fair Greece ! sad (10) of departed worth.—*Byron.* Now swarms the (2), a countless throng.—*Pope.* Tall (1) trees their shadows throw.—*Longfellow.* He doth not (7) good concerning me.—*Bible.* 'Twill be recorded for a (4).—*Shakespeare.* Decisions that became (5) in law. The lightning is (4) to the thunder. The (5) among poets is granted to Shakespeare. An unfulfilled (7). Let the army (3). A (2) country. Christmas (6). (11) should have a kindly purpose. The (9) came from Asia. The (10) of a clergyman. Clouds of (9) tinge. If you mean to (8), learn to please.—*Churchill.* Whatever is (1) deserves attention.—*Mackintosh.* Her absence made the night, her (6) brought the day.—*Prior.* Rough (11)s danced.—*Milton.*

Lesson 226.

Verbal Distinctions.

Direction.—Mark the difference in *spelling*, *pronunciation*, and *use*.

1 **sculp'tor**, a carver in stone, etc.
sculp'ture, work of a sculptor.

2 **sŭb'tile**, fine, delicate.
subt'le (sŭt'l), sly, cunning.

3 **sta'tion a ry**, fixed, permanent.
sta'tion er y, paper, pens, etc.

4 **stat'ue**, a carved or solid image.
stat'ute, a positive law.
stat'ure, height of a person.

5 **sur'plice**, a white robe worn by clergymen.
sur'plus, more than enough.

6 **tow'er**, a high building.
tour, a journey.

7 **trea'ties**, agreements.
trea'tise, a formal essay.

8 **ve rac'i ty**, truthfulness.
vo rac'i ty, greediness of appetite.

9 **virt'ue**, moral excellence; active power.
vir tu', objects of art or antiquity.

10 **which**, a pronoun.
witch, sorceress.

11 **with**, a preposition.
withe, a band of twisted twigs.

Direction.—*Put the right word in the right place.*

The name of the Lord is a strong (6).—*Bible.* More (2) web Arachne cannot spin.—*Spenser.* (9) is her own reward.—*Dryden.* Foreign men of mighty (4) came.—*Dryden.* There was a (4) against vagabonds.—*Bacon.* A fortune-telling (10) (11) evil eye. A passion for collecting articles of (9). A man of unquestioned (8). Broken (7) lead to war. The earth appears (3). Athens' great (1), Phidias. A (4) of a goddess. The (5) is made of linen. A wedding (6). A (7) on logic. A fine stock of (3). A piece of marble (1). A (5) in the treasury. A bundle of willow (11)s. That (8) (10) leads fish to devour their young. The serpent, (2)st beast of all the field.—*Milton.*

Lesson 227.

Review.

Direction.—Choose the right word.

1. In (sculptor, sculpture) (exercised, exorcised) his happy skill.—*Dryden.*
2. Vines clustered around the lofty (pillows, pillars).—*Hans Christian Andersen.*
3. The three weird (profits, prophets) on the heath.—*Irving.*
4. (Great, grate) character is as rare a thing as (great, grate) (genus, genius).—*Lowell.*
5. A wise ruler (exceeds, accedes) to the demands of the (populous, populace).
6. The Zuyder Zee was formed by an (irruption, eruption) of the ocean.
7. The cause invariably (precedes, proceeds) the (affect, effect).
8. (Virtue, virtu) demands strict (adherents, adherence) to duty.
9. A wise man (excepts, accepts) good (advise, advice).
10. The writings of (genius, genus) (elicit, illicit) numerous (critics, critiques).
11. Rank should not take (precedents, precedence) of worth.
12. We know in part, and we (prophecy, prophesy) in part.—*Bible.*
13. (Satire, satyr) is a weapon (witch, which) should be used with care.
14. (Formally, formerly) the wearing of the (surplus, surplice) was ordered by (stature, statue, statute).
15. Solomon (accepted, excepted) rich (presence, presents) from the Queen of Sheba.
16. The (medal, meddle) bore an (ingenuous, ingenious) (device, devise).

LESSON 228.

Grammar.

mas'cu line	de clen'sion	de clar'a tive
ob ject'ive	cop'u la tive	sub or di nate
de fin i tive	al ter'na tive	com par i son
tran'si tive	pos sess ive	com par a tive
par ti ci ple	mod i fi ca'tion	su per la tive
in fin'i tive	nom'i na tive	con ju ga'tion
de scrip tive	ex clam'a to ry	sub junc'tive
co or di nate	ad ver sa tive	et y mol'o gy

LESSON 229.

Grammar.

sin'gu lar	aux il'ia ry	pos'i tive	in dic'a tive
neu ter	po ten tial	syn op'sis	im per a tive
pas sive	par'a dĭgm	neg'a tive	me ton y my
plu ral	syn the sis	a nal'y sis	ap po si'tion
fem i nine	met a phor	ar'ti cle	re dun'dant
el lip'sis	ple o nasm	sim i le	par'a graph

LESSON 230.

Arithmetic.

rad'i cal	in sur'ance	ex tremes'	as'sets
spe cif'ic	ar bi tra'tion	re sourc es	in vo lu'tion
tar'iff	an te ced ent	li a bil'i ties	ev o lu tion
târe	con'se quent	al li ga tion	pro gres'sion
pol'i cy	re cip'ro cal	me'di al	ad va lo'rem
ra ti o	ex po nent	al ter'nate	as sess'ment

Lesson 231.

Arithmetic.

par'al lel
ver tic al
frus tum
sca lene'
a cute
ob tuse
trap'e zoid
tra pe'zi um

plane figures
pe rim'e ter
i sŏs ce lēs
hor i zon'tal
di ag'o nal
rhom'boid
pol y gon
al ti tude

rhom'bus
pyr a mid
ge o met'ric al
men su ra tion
per pen dic u lar
par al lel o gram
hy poth'e nuse
e qui lat'er al

Lesson 232.

Pronunciation.—(See Key, pp. 36 and 71.)

(*Words from the French.*)

à propos (ȧ prō pō′)
attaché (ȧ tă shā′)
bouquet (bōō kā′)
cortege (kôr'tāzh)
cō te riē′
coupé (kōō pā′)
cuisine (kwē zēn′)
débris (dā brē′)

début (dā būˊ)
éclat (ā klā′)
élite (ā lēt′)
ennui (än wē′)
mademoiselle (mȧd mwä zĕl′)
mesdames (mā dăm′)
monsieur (mŭs'yŭr′)

messieurs (mās'yŭr′ *or* mĕsh'yerz)
mirage (mē räzh′)
mō räle′
naive (nä′ēv)
naiveté (nä′ēv tā′)
neg li gee′ (zhā′)
qui vive (kē vēv)
régime (rā′zhēm′)

rendezvous (rŏng'dā'vōō′ *or* rĕn'de vōō)
résumé (rā'zū'mā′)
roué (rōō'ā′)
sobriquet (sō'brē kā′)
soirée (swä rā′)
trousseau (trōō'sō′)

Caution.—In pronouncing the following and similar words, avoid laying too much stress on the syllable next to the last. Touch the unaccented syllables distinctly but lightly.

in'ter est ing, per'emp to ry, pri'ma ry, dic'tion a ry,
ter'ri to ry, cer'e mo ny, a poth'e ca ry, mat'ri mo ny.

Miscellaneous Test Words.

Direction.—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

233.	234.	235.
ac'me	co a lesce'	em'a nate
æ o'li an	con fec'tion er y	en am'or
a'er o naut	con fed er a cy	eu'lo gize
æs thet'ic	con'sum mate	eu pho ny
a lac ri ty	con tin'u ance	ē van gel'ic
al'ka li	cor rob o rate	ex'ca vate
al le go ry	co te riē'	gen e sis
a mal'ga mate	cyn'o sure	ex o dus
an æs thet'ic	da guerre'o type	ex plic'it
a nal'o gy	de lin e ate	fac-sim'i le
a nat o my	de o dor ize	fir'ma ment
an'gli cize	de plete	fise al
an ni ver'sa ry	de rog a to ry	fla grant
a nom'a ly	des'ic cate	fu ne're al
a non y mous	det ri ment	hel'le bore
ap pa rā'tus	deu ter on'o my	hem or rhage
ap pren'tice	di'o cese	hi lar'i ty
as sim i late	di plo'ma cy	hon'or a ry
as sur ance	dis par i ty	im plic'it
a troc i ty	dis syl la ble	in cen tive
au'spi ces	dŏl'or ous	in ci sive
*bar y tone	ef fem'i na cy	in de cen cy
†Brit ain	ef fi cien cy	in dig e nous
†Brit on	e'go tism	in oc u late
cen ten'ni al	el lipse'	vac'ci nate

Or bar'i tōne. † *Briton*, a native of *Britain*.

Miscellaneous Test Words.

Direction.—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

236.	237.	238.
in flex'i ble	om'i nous	rep a ra'tion
in sen si ble	*op ti mist	rep ar tee
in ter sperse'	*pes si mist	re pug'nant
in'ter stice	os tra cize	req'ui site
in tol'er ant	[2]pag eant ry	res o nant
in vin ci ble	pan a ce'a	re sus'ci tate
in vis i ble	par'ox ysm	rev e la'tion
i tal i cize	pen ta teuch	rhet'o ric
lab'o ra to ry	per cus'sion	rum mage
lab y rinth	phos'phor us	sa gac'i ty
mar i tĭme	[3]piqu an cy	†san'a to ry
[1]men ag'e rie	plā gi a rize	†san i ta ry
mer'ce na ry	[4]ple ia des	san i ty
mis cre ant	pneu mat'ic	sat el lite
mis de mean'or	po lyg a my	scur ril ous
mne mon'ics	prep a ra'tion	sŏl e cism
mol'li fy	pre ten'tious	stē re o type
mon e ta ry	pri or i ty	sup pli ant
mon o syl la ble	prom'on to ry	sup pu rate
mo not'o ny	pro pri'e tor	te mer'i ty
nec'es sa ry	ra pac i ty	trench'ant
ni hil ism	re cur rence	tri syl'la ble
nul li fy	red'o lent	va'ri e gate
ob serv'ance	rel e gate	zeal ous

Pronunciation.—[1] men ăzh'e ry. [2] pāj ant ry. [3] pīk'-. [4] plē'ya dēz.

* The *optimist* holds that all events are ordered for the best—the *pessimist* takes the opposite view. † *Sanatory*, tending to promote health; *sanitary*, pertaining to health.

PART IV.

LESSON 239.

Synonyms Discriminated.

Definition.—Synonyms are words of like significance in the main, but with a certain unlikeness as well.—*Trench.*

1 **bring,** motion toward the speaker.
fetch, motion, first from, then toward, the speaker (*go* and *bring*).

haste denotes quickness of action and a strong desire for getting on.
hur'ry is a confused or rash *haste.*
2 **speed** denotes the actual progress made.
dis patch' denotes the promptitude and rapidity with which things are done.

i'dle, unemployed; averse to doing anything useful.
3 **in'do lent** denotes a love of ease, or an aversion to effort.
la'zy, averse to bodily effort—more contemptuous than *indolent.*

in'dus try implies habitual devotion to labor.
4 **dil'i gence** denotes earnest application to some specific object or pursuit. (*industrious,* adj.; *diligent,* adj.)

Direction.—*Choose the right word, and give your reason.*

1 And as she was going to —— it, he called to her and said, —— me, I pray thee, a morsel of bread.—*Bible.*

2 A man may properly be in ——, but never in a ——. —— usually secures ——.

3 Why stand ye here all the day —— ?—*Bible.* An —— mind is not capable of true enjoyment. Shall we stretch our —— bodies on our beds while the world is hard at work?

4 A man is —— who is actually employed, and —— if disposed always to be employed.

Lesson 240.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

The **con niv'ance** (winking) of public men at what is wrong is often the result of the basest **col lu'sion** (playing into each other's hands).

A few persons form a **ca bal'** or **jun'to** and intrigue secretly for power; a **fac'tion** works more openly.

Con ceal' facts or crimes; **dis guise'** sentiments; **dis sem'ble** feelings; **se crete'** goods.

Con sign' goods to an agent; **in trust'** money or goods to a servant.

A **con tempt'u ous** opinion *expresses* contempt; a **con tempt'i ble** opinion *deserves* contempt. Egotism is **con tempt'i ble**; treachery is **des'pi ca ble** (stronger term). **Pit'i ful** excuse, pretense, or weakness; **pal'try** trifle, evasion, or subterfuge.

He is **con tent'** who *holds* enough; he is **sat'is fied** who *gets* enough.

Lesson 241.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Clum'sy (lumpish, heavy) person, shape, or expression; **awk'ward** (ungraceful) movements or manners; **un couth'** (untrained) manners or language.

Droll fellow; **com'ic al** adventure; **laugh'a ble** incident; **lu'di crous** scene or situation; **fa ce'tious** person or reply.

An **er'ror** may be corrected; a **mis take'** may be rectified or overlooked; a **blun'der** is blamable or laughable.

I thought the attempt **fool'ish** at first, now I think it **ab surd'** and even **pre pos'ter ous.**

Youth'ful employments or aspirations; **ju've nile** performances or tricks; **pu'er ile** (usually in a bad sense) objections.

Lesson 242.

English Prefixes.

a	= at, in, on.	**out**	= beyond.
be	= to make, by.	**over**	= above.
en (em)	= in, on, to make.	**to**	= the, this.
for	= not, from.	**un**	= not, opposite act.
fore	= before.	**under**	= beneath.
mis	= wrong, wrongly.	**with**	= against, from.

Direction.—*Define and use the following derivatives.*

Model.*—*A*-ground, *on the ground; i. e., stranded* or *stopped.* The vessel ran *aground.

A-head, a-blaze, a-shore, be-numb, be-side, be-cause, en-circle, em-bark, em-power, for-bid, for-bear, fore-sight, fore-shadow, mis-rule, mis-apply, out-break, out-weigh, over-rule, over-shadow, to-night, un-able, un-skilled, un-deceive, under-mine, under-rate, with-stand, with-hold

Lesson 243.

Latin Prefixes.

ab (abs) = from.	**de** = down, from.
***ad** (a, ac, af, ag, al, an, ap, ar, as, at) = to.	**dis** (di, dif) = apart, not, opposite act.
ante = before.	**ex** (e, ec, ef) = out of, from.
bi (bis) = two, twice.	**extra** = beyond.
circum (circu) = around.	**in** (il, im, ir) = in, on (in verbs and nouns); not (in adj. and nouns).
con (co, col, com, cor) = with, together.	**inter** = between.
contra (counter) = against.	

Direction.—*Define and use the following derivatives.*

***Model.*—*Ec*-centric, *out of the center;* hence, *irregular, odd. Eccentric* conduct.**

Ab-normal (L. *norma*, rule), abs-tain (L. *tenere*, to hold), ad-minister, a-scend, ac-custom, af-fix, an-nex, ap-portion, at-tain, ante-date, bi-ped (L. *pes*, foot), circum-navigate, con-dole (L. *dolere*, to grieve), co-equal, com-press, cor-respond, contra-distinction, counter-balance, de-merit, dis-inter, dis-seminate (L. *seminare*, to sow), dif-fident, ex-port (L. *portare*, to carry), e-ject, ec-centric, extra-vagant, im-port, il-legitimate, ir-reverent, inter-mission.

* For the sake of euphony the last letter of the prefix is often changed to the first letter of the root, or is dropped.

Lesson 244.

Latin Prefixes—Continued.

non = not.
ob (oc, of, op) = in front, in the way, against.
***per** = through, thoroughly.
post = after.
pre = before.
pro = for, forth.
re = back or again.
retro = backward.
se = aside.
semi = half.
sub (suc, suf, sug, sup, sus) = under.
super (*French*, sur) = above, over.
trans (tra) = over, beyond.
ultra = beyond.
vice = instead of.

Direction.—*Define and use the following derivatives.*

***Model.*—*Per*-vade, *to go through, to affect entirely.* This spirit *pervades* all his words and actions.**

Non-essential, **ob**-ject (L. *jacere*, to throw), **pro**-ject, **re**-ject, **sub**-ject, **op**-press, **per**-manent, **per**-vade, **post**-meridian, **pre**-fix, **pre**-mature, **pro**-noun, **re**-lapse, **retro**-spect, **se**-lect, **semi**-circle, **sub**-jugate (L. *jugum*, a yoke), **suc**-cumb (L. *cumbere*, to lie down), **sup**-press, **super**-natural, **sur**-pass, **trans**-port, **tra**-verse, **ultra**-marine, **vice**-roy, (Fr. *roi*, king).

Lesson 245.

Greek Prefixes.

a (an) = without, not.
amphi = both, around.
ana = up, back, through.
anti (ant) = against, opposite.
apo (ap) = from.
cata (cat) = down.
dia = through.
en (em) = in, on.
epi (ep) = upon.
hyper = over.
hypo = under.
meta (met) = beyond, change.
syn (sy, syl, sym) = with, together.

Direction.—*Define and use the following derivatives.*

Model.*—*Ana*-lysis, *a loosening up thoroughly, a separation into parts. Analysis* of sentences; chemical *analysis.

A-theist (Gr. *theos*, God), **an**-archy, **amphi**-theater, **ana**-lysis (Gr. *luein*, to loosen), **anti**-pathy (Gr. *pathos*, feeling), **a**-pathy, **sym**-pathy, **ant**-arctic, **apo**-stle (Gr. *stellein*, to send), **ap**-helion (Gr. *helios*, the sun), **cata**-ract, **dia**-meter (Gr. *metron*, a measure), **em**-phasis, **epi**-demic (Gr. *demos*, the people), **hyper**-critical, **hypo**-crite, **meta**-physics, **syn**-thesis (*thesis*, a placing), **anti**-thesis.

* Per, standing alone, means *by*; as, *per* centum, *by the hundred.*

Lesson 246.

Synonyms Discriminated.

1 **dis cov'er.** We *discover* what existed before.
in vent'. We *invent* what did not exist before.

2 **ca pac'i ty,** power of receiving.
a bil'i ty, power to do; *abilities* denotes all our powers.

3 **gen'ius** implies high and peculiar gifts of nature; extraordinary power of originating; as, *genius* for poetry.
tal'ent implies natural strength of intellect; power to execute; as, *talent* for business or oratory.

cour'age, that firmness of spirit that meets danger without fear.
brav'er y, that *courage* which shows itself in outward acts.
4 **gal'lant ry,** adventurous *courage.*
in tre pid'i ty, firm *courage.*
for'ti tude, passive *courage,* bearing up nobly under trial.
her'o ism calls into existence all the modifications of *courage,* and comes from a noble devotion to some great cause.

Direction.—*Choose the right word, and give your reason.*

1 Watt —— the steam-engine. Harvey —— the circulation of the blood. —— of art; —— of science.

2 Although the youth had only ordinary ——, by application he became a man of marked ——.

3 —— reaches its ends by a kind of intuitive power; —— depends more on high mental training. —— creates; —— learns and executes. —— needs opportunities; —— makes them for itself.

4 —— is useful in the hour of attack; —— is of service at all times. The history of the American Revolution furnishes many instances of true ——. Washington and his troops at Valley Forge gave the world an example of ——. The —— of the general in resisting the attack of a superior force, and the —— of his dashing officers were properly commended.

LESSON 247.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Cheer'ful ness is a habit of the mind. **Gay'e ty** is an occasional excitement of animal spirits. **Mirth** or **mer'ri ment** is noisy *gayety.*

Vex a'tion springs from a sense of loss, disappointment, etc.; **mor ti fi ca'tion,** from wounded pride; **cha grin',** from either, being usually not so lasting.

Substantial **com'fort** at home; **con so la'tion** when we are in sorrow; **sol'ace** ourselves with books, society, etc.

A man may be **si'lent** from circumstances; he is **tac'i turn** from disposition.

Talk'a tive child; **lo qua'cious** woman; **gar'ru lous** old man.

A **cir cum stan'tial** account embraces all the leading events; a **par tic'u lar** account goes further; a **mi nute'** account goes further still.

LESSON 248.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

"*The whole is greater than a part,*" is an **ax'i om** (self-evident truth). "*Honesty is the best policy,*" is a **max'im** (guiding principle). "*Light gains make heavy purses,*" is a **prov'erb** (common, pithy saying). "*What hurts us instructs us,*" is a Greek **ad'age** (very old proverb).

Clois'ter, a place of seclusion; **mon'as ter y,** a place of solitude, usually for men called *monks;* **nun'ner y,**—always for women called *nuns;* **con'vent,** a community of recluses; **ab'bey** or **pri'o ry,**—named from the head, an abbot or a prior.

Joyous or solemn **feasts**; a splendid **ban'quet**; celebrate with a joyful **fes'ti val**; a drunken **ca rous'al.**

Bi'ased by self-interest; **pre pos sessed'** in her favor; **prej'u diced** against me.

LESSON 249.

Suffixes Classified.

Noun Suffixes.

One who does (agent).—**an, ant, ent, ar, er, or, ard, ary, eer, ier, ist, ive, ster.**

One who is, one to whom.—**ate, ee, ite, ive.**

Place where.—**ary, ery, ory.**

Direction.—*Define the following derivatives. Give others.*

Models.

lapid-*ary*, *one who cuts precious stones.*
legat-*ee*, *one to whom property is left.*
semin-*ary*, *a place where seed is sown, a school.*
evangel-*ist*, *one who brings good news.*
deleg-*ate*, *one who is sent by others.*
dormit-*ory*, *a place where people sleep.*

Ante-diluvi-an (L. *diluvium*, flood), mendic-ant, adher-ent, schol-ar, biograph-er, competit-or, wiz-ard, incendi-ary, auction-eer, cash-ier, monopol-ist, operat-ive, pun-ster, associ-ate, assign-ee, mortgag-ee, favor-ite, capt-ive, api-ary (L. *apis*, a bee), henn-ery, observat-ory.

LESSON 250.

Noun Suffixes—Continued.

State, quality, act.—**acy, age, al, ance, ancy, dom, ence, ency, hood, ing, ion, ism, ment, mony, ness, ry, ship, th, tude, ty** *or* **ity, ure, y.**

Diminutives.—**cle, cule, ie** *or* **y, kin, en, let, ling, ock, ule, ette.**

Direction.—*Define the following derivatives. Give others.*

Models.

sch-*ism*, *state of being divided.*
euphon-*y*, *quality of sounding well.*
fric-*tion*, *the act of rubbing.*
man-*kin*, *a little man.*

Suprem-acy, pilgrim-age, recit-al, forbear-ance, expect-ancy, martyr-dom, abhorr-ence, transpar-ency, likeli-hood, rehears-ing, rebell-ion, barbar-ism, atone-ment (at-one-ment), matri-mony, holi-ness, pleasant-ry, apprentice-ship, dep-th, soli-tude, brev-ity, rapt-ure, bigam-y, parti-cle, animal-cule, Tomm-y, Will-ie, lamb-kin, kitt-en, rivu-let, found-ling, hill-ock, glob-ule, ros-ette, cigar-ette.

Lesson 251.

Adjective Suffixes.

Pertaining to.—al, an, ar, ary, ic *or* ical, id, ile, ine, ory.
Full of or having.—ate, ful, ose, ous, some, y.
That may or can be.—able, ble, ible, ile.
Having power.—ive. ***Like.***—ish, like, ly.
Without.—less. ***Being or ing.***—ant, ent. ***Made of.***—en.

Direction.—*Define and use the following derivatives.*

Models.—**Aquil-*ine, pertaining to an eagle, hooked.* Aquiline nose. Verd-*ant, being green.* Verdant fields.**

Celesti-al, suburb-an, ocul-ar (L. *oculus*, the eye), planet-ary, ocean-ic, astronom-ical, torr-id, puer-ile, (L. *puer*, a child, a boy), saccharine (L. *saccharum*, sugar), declamat-ory, intric-ate, grate-ful, joc-ose, timorous, frolic-some, flower-y, habit-able, naviga-ble, convert-ible, fragile, correct-ive, knav-ish, matron-ly, fruit-less, err-ant, malevol-ent, (L. *male*, ill, *velle*, to wish), braz-en.

Lesson 252.

Verb Suffixes.

To make.—ate, en, fy, ish, ise *or* ize.

Adverb Suffixes.

Manner.—ly, wise. ***Direction.***—ern, ward.

Direction.—*Define and use the following derivatives.*

As-simil-ate, straight-en, ampli-fy, embell-ish, tranquil-ize, critic-ise, candid-ly, like-wise, south-ern, lee-ward.

Review.

Ac-celer-ate (L. *celerare*, to hasten), a-melior-ate (L. *melior*, better), e-radic-ate (L. *radix*, a root), re-act-ion, inter-nation-al, con-sign-ment, op-press-ive-ly, ir-re-press-ible, pre-occupat-ion, de-gener-ate (L. *genus*, race, kind), com-petit-ive (L. *petere*, to seek).

To the Teacher.—These exercises may very profitably be continued by selecting derivatives for the pupils to analyze.

Lesson 253.

Synonyms Discriminated.

1 **ab'sti nence,** the act of refraining altogether.
tem'per ance, the act of using or enjoying with moderation. (*abstain,* vb.; *abstinent,* adj.; *temperate,* adj.)

dis tin'guished, standing apart from others in the public view,—as for learning or public services.
em'i nent, standing out above the rest,—as for learning, skill, or piety.
cel'e bra ted, widely spoken of with honor,—as for benevolent deeds, or discoveries.
re nowned', named again and again with honor for some
2 signal deed; as, a *renowned* warrior or statesman.
fa'mous, widely spoken of as extraordinary,—as for talents or eccentricities.
il lus'tri ous, possessing a splendor which confers the highest dignity,—as for virtues or noble deeds.
not'ed, well known by reputation,—as for talents or absurdities.
no to'ri ous, widely known, usually to disadvantage.

3 **dis sem'blers** conceal what they are.
hyp'o crites feign to be what they are not.

Direction.—*Choose the right word, and give your reason.*

1 We are —— in what is good; we —— from what is not good. Be —— in youth, or you will have to be —— in old age.

2 Sir William Hamilton was a —— metaphysician. The physician soon became —— in his profession. There are —— authors whom to censure would endanger one's reputation. Napoleon was ——; Alexander was ——; Washington was ——. —— characters excite many remarks from friends and enemies; —— characters are generally shunned.

3 André, passing within the American lines in a citizen's dress, was a ——; Arnold, whom he went to visit, had long been a ——.

Lesson 254.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Fright'ful dream or shriek; **tre men'dous** shock or storm; **ter'ri ble** catastrophe, hurricane, or roar; **hor'ri ble** deeds, sights, or stories; **fear'ful** contest or wave; the last, **dread'ful** day; **dread'ful** gloom; **aw'ful** solitude; **shock'ing** exhibition of wickedness; **shock'ing** news.

To **mur'der** is to kill with malicious forethought; to **as sas'-sin ate** is to *murder* suddenly and by stealth.

Mas'sa cre refers to the promiscuous slaughter of many human beings; **butch'er y,** to cold-blooded cruelty in slaughtering; **car'nage,** to the heaped-up bodies.

Fe ro'cious in temper; **fierce** in actions; **bar'ba rous** in the manner of carrying out one's purposes; **sav'age** in the spirit and feelings expressed in one's words or deeds.

A tro'cious crime; **fla'grant** act of injustice; **hei'nous** sin.

Lesson 255.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Out of the **a bun'dance** (overflow) of the heart the mouth speaketh. **Ex u'ber ance** (bursting forth) of animal spirits or vegetation.

Ex trav'a gant in the use of money or in praise; **lav'ish** of one's means or compliments; **pro fuse'** in bounties or thanks; **prod'i gal** of one's time, treasure, or strength.

Pov'er ty, deficiency in the means of living. **In'di gence,** absence of the necessaries of life.

Un cer'tain weather; **pre ca'ri ous** means of living.

Stocks **fluct'u ate**; a man **fluct'u ates** between conflicting influences. A man **vac'il lates** in his opinions and purposes, and **wa'vers** when the hour for action comes.

Word-Analysis and Word-Building.

To the pupil.—A change in the application of the words of our language is constantly going on, and in this the *metaphor* plays an important part.

From some real or fancied likeness of two things, a term belonging to the one is carried over to the other, and this *metaphorical* use often comes to be the common use of the word.

You can now see how the word *polite*, which originally meant *polished*, came to have its present use. We should not now think of speaking of *polite metal*, but we may use *polished* literally, and say *polished metal*, or metaphorically, and say *polished manners*.

Many interesting facts will come to light in following up the line which connects the present, or current, meaning of a word with the original, and those fond of exploration and discovery will find these exercises a diversion rather than a task.

Lesson 256.

Direction.—The prefixes and suffixes below are printed in Italic and the roots in black letters. Search these parts out from the Reference Lists in the back part of the book, combine them, give the literal meaning of each word, and trace its relation to the current meaning as here illustrated. Give and explain as many other uses as possible. Two roots will sometimes be found in one derivative. You are not to look up the letters inclosed within marks of parenthesis.

***Model.—Capital* from *caput*, the head, and *al*, pertaining to, means literally *pertaining to the head*. The head being the chief or uppermost part of the body and the source of intellectual power, we say "capital city," "capital speech," "capital letter," "political capital," "capital in trade," etc.**

Capit + *al* city; to *pre* + **cipit** + *ate* (to throw head-first, to hasten) the conflict; *pre* + **cipit** + *ant* (headlong) flight; steep, but not *pre* + **cipit** + *ous*. To make the main points clearer I will *re* + **capit** + *ul*(= *ule*) + *ate*. The enemy offered to **capit** + *ul*(= *ule*) + *ate* (to draw up little heads, to surrender on terms). *re* + **anim** + *ate* disheartened troops; spoke with **anim** + *at*(= *ate*) + *ion*; The true **animus** of this affair; to whose continued **bene** + **fic** + *ence*; the **bene** + **fic** + *ent* fruits of Christianity; a well-directed **bene** + **fact** + *ion*; **cas**(u) + *al* remark; an un-

happy **cas**(u) + *al* + *ty*; to obscurity and *de* + **cad** + *ence*; *ac* + **cid** + *ent* + *al* meeting; *in* + **cid** + *ent* + *al* remark; *de* + **cid**(u) + *ous* trees (leaves falling in autumn); the remarkable *co* + *in* + **cid** + *ence* of the death of both Adams and Jefferson on the 4th of July, 1826. Party-spirit engenders ***anim** + *os*(= *ose*) + *ity*. The assembly was *un*(*unus*, one) + **anim** + *ous*. Secure *un*(*unus*) + **anim** + *ity*.

Direction.—Combine the parts, give the literal meaning, and find your own illustrations.

de + **capit** + *ate*, **anim** + *ate*, *in* + **anim** + *ate*, **anim** + *at*(= *ate*) + *ed*, **bene** + **fact** + *or*, **bene** + **fic**(i) + *al*, **bene** + **dict** + *ion*, † **cad** + *ence*, *oc* + **cas** + *ion*, *in* + **cid** + *ent*, *co* + *in* + **cide**.

LESSON 257.

See "*Direction*," p. 163.

Enforcing justice and **equ** + *ity*; an **equ**(it) + *able* distribution; no *ad* + **equ** + *ate* champion; the *in* + *ad* + **equ** + *acy* of the alleged causes; his **ag** + *ile* heels; the **ag** + *il*(= *ile*) + *ity* of a monkey; *en* + **act** wise laws; legislative *en* + **act** + *ment* + *s*; good *counter* + **act** + *ing* ill; to **alien** + *ate* from; **alien** + *at*(= *ate*) + *ion* of the affections; *in* + **alien** + *able* rights; "**Ann** + *al* + *s* of a Quiet Neighborhood"; a life **annu** + *ity*; *con* + **clus** + *ive* evidence; *ex* + **clus** + *ive* privilege; from the third to the ninth *in* + **clus** + *ive*; *pre* + **clude** all possibility. The peony is a *per* + **enn**(i) + *al*.

Direction.—Combine, define, and illustrate.

in + *ad* + **equ** + *ate*, *in* + **iqu** + *ity*, *in* + **iqu**(it) + *ous*, **ag** + *ent*, *in* + **act** + *iv*(= *ive*) + *ity*, *trans* + **act**, *trans* + **act** + *ion*, **alien**, **annu** + *al*, *bi* + **enn**(i) + *al*, *semi* + **annu** + *al*, *con* + **clude**, *con* + **clus** + *ion*, *ex* + **clude**, *ex* + **clus** + *ion*, *in* + **clude**, *se* + **clus** + *ion*, *se* + **clud** + *ed*.

* Literally *state of being full of life or spirit*; but this word has been restricted to a special application, and now denotes *violent hatred*.

† *Cadence*, like *animosity*, has been restricted in application, and now means *a falling of the voice*.

Lesson 258.

Synonyms Discriminated.

ca lam'i ty, any cause of great misery or extensive evil.
dis as'ter, a sudden and distressing event.
1 **mis fort'une,** ill fortune ; evil accident.
mis chance' *or* **mis hap',** a trivial *misfortune.*

a ban'don, to give up wholly,—as vice, a ship.
de sert', to run away from ; to part from,—as a post of duty, a friend.
2 **for sake',** to draw away from,—as bad habits, companions.
re lin'quish, to give up or let go under pressure,—as the grasp, a claim, purposes.
sur ren'der, to give over (*usually* under a necessity),—as a fort, one's will.

ac count', statement of a single event, or a series of events taken as a whole,—as a shipwreck, a battle.
3 **nar'ra tive,** a story of connected incidents,—as the events of a siege, one's life.
de scrip'tion, a sketch or picture in words,—as of a person, a sunrise.

Direction.—*Choose the right word, and give your reason.*

1 A —— seldom arises from the direct agency of man. —— generally arise from the carelessness of persons or the unfitness of things for their use. —— often come without any specific cause. A slight —— detained him.

2 We have —— all and followed thee.—*Bible.* We —— our hopes. The soldiers of Hannibal —— themselves to pleasure at Capua. He foolishly —— himself to the tempter. He will not —— the cause.

3 Readers are charmed with Milton's —— of paradise. —— of the accident were received from different sources. The —— of his adventures in Africa was given to the public.

Lesson 259.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

One is always surrounded by **dan'ger.** One's life is sometimes in **per'il.** **Haz'ard** life and property in a bold venture; a life in **jeop'ard y** (extreme danger).

In **im'mi nent** danger of one's life; **im pend'ing** evils of war; **threat'en ing** indications for the future.

Con cern', not indifference; **so lic'i tude** and even **anx i'e ty** regarding your future.

Cau'tious at all times against evil; **wa'ry** of hostile designs; **cir'cum spect** (looking around) in matters of peculiar delicacy and difficulty.

Habitual hostility marks the **ad'ver sa ry**; **op po'nents** are pitted against each other; **an tag'o nists** struggle in the contest.

A fortress is **de fend'ed** by its guns and **pro tect'ed** by its walls.

Lesson 260.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

A storm or a fever **a bates'**; a tumult or a passion **sub sides'.**

Al le'vi ate (lighten) cares or distresses; **mit'i gate** (make mild) punishment, one's anguish, or the fierceness of passion; **as suage'** (sweeten = soften) sorrow or angry feelings; **al lay'** (quiet) grief or wounded sensibility.

A general or a local physical **de bil'i ty**; **in firm'i ty** of the eyes, etc.; **in firm'i ties** of age; **im be cil'i ty** of body or mind.

Cor po're al substance or frame; **cor'po ral** (*not* corporeal) punishment.

Nox'ious weeds or food; **noi'some** vapors or pestilence.

I labor for the **re cov'er y** of my property, but am indebted to another for its **res to ra'tion.**

LESSON 261.

Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

Cap + *able* engineer; **capt** + *iv*(= *ive*) + *at*(= *ate*) + *ing* loveliness; **capt**(i) + *ous* disposition; *con* + **ceive** the idea; finds no *ac* + **cept** + *ance*; the common *ac* + **cept** + (at)*ion* of the term; form a *con* + **cept** + *ion* of the Deity; *un* + *ex* + **cept** + *ion* + *able* language; opposed it from its very *in* + **cept** + *ion*; children are more *sus* + **cept** + *ible*; *anti*(= *ante*) + **cip** + *ate* pleasures; *e* + **man** + **cip** + *ate* a slave; *emancipate* one from error; *in* + **cip**(i) + *ent* stage of the disease; the *re* + **cip**(i) + *ent* of many favors; choice and **felic**(it) + *ous* English.

Direction.—Combine, define, and illustrate.

in + **cap** + *able*, **capt** + *or*, **capt** + *iv*(= *ive*) + *ity*, **capt** + *ure*, *de* + **ceive**, *per* + **ceive**, *re* + **ceive**, *ac* + **cept**, *ac* + **cept** + *able*, *pre* + **cept**, *pre* + **cept** + *or*, *re* + **cept** + *ion*, **parti** + **cip**(le), **parti** + **cip** + *ate*, **parti** + **cip** + *ant*, **felic** + *ity*, *in* + **felic** + *ity*, **parti** + *cle*, **parti** + *al*.

LESSON 262

(See *Direction*, p. 163.)

To *ac* + **cede** to a request; inquire into his *ante* + **ced** + *ent* + *s*; to **cede** territory; *con* + **cede** the point in question; no *pre* + **ced** + *ent* (prĕc'e dent) for such a ruling; an *un* + *pre* + **ced** + *ent* + *ed* (un prĕc'e dent ed) course; will claim *pre* + **ced** + *ence* (pre cēd'ence); the **cess** + *ion* of territory; a **cess** + (at)*ion* of hostilities; easy of *ac* + **cess**; *ac* + **cess** + *ion* of wealth; *de* + **fect** + *ion* from a cause or a party; possible, but not **feas** + *ible*; *dis* + *af* + **fect** + *ion* among the soldiers; *pro* + **fic**(i) + *ent* in mathematics.

Direction.—Combine, define, and illustrate.

pre + **cede**, *re* + **cede**, *se* + **cede**, *inter* + **cede**, *ex* + **ceed**, *pro* + **ceed**, *suc* + **ceed**, *abs* + **cess**, *ex* + **cess**, *ex* + **cess** + *ive*, *se* + **cess** + *ion*, **fact** + *or*, **fact** + *ory*, *de* + **fect** + *ive*, *per* + **fect**.

Lesson 263.

Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

Rightful **claim** + *ant* to the estate; crowds *ac* + **claim** him king; *re* + **claim** a vicious child; voted by *ac* + **clamat** + *ion*; the Apostles' **Cre(e)d**; to produce his **cred** + *ent*(i) + *al* + *s*; to take advantage of his **cred(ul)** + *ity*; to *dis* + **credit** the report; a *dis* + **credit** + *able* performance; an *in* + **cred** + *ible* story; the ground of **cred** + *ence*; to **dict** + *ate* a letter; invested with the authority of a **dict** + *at*(= *ate*) + *or*; a **dict** + *at* (= *ate*) + *or*(i) + *al* tone; faultless **dict** + *ion*; *ad* + **dict** + *ed* to vice.

Direction.—Combine, define, and illustrate.

de + **claim**, *dis* + **claim**, *ex* + **claim**, *pro* + **claim**, *ir* + *re* + **claim** + *able*, *de* + **clamat** + *ion*, *ex* + **clamat** + *ion*, *pro* + **clamat** + *ion*, **cred** + *ible*, **credit**, **credit** + *able*, *contra* + **dict**, *pre* + **dict**, *pre* + **dict** + *ion*, **vale**(farewell) + **dict** + *ory*.

Lesson 264.

(See *Direction*, p. 163.)

A **curr** + *ent* report; a specie **curr** + *ency*; a **curs** + *ory* view of the subject; a *con* + **curr** + *ence* of opinions; *in* + **cur** displeasure; the *in* + **curs** + *ion* + *s* of the Goths; *pre* + **curs** + *or* of a storm; becoming justly *in* + **dign** + *ant* (angry at what is unworthy); to suffer *in* + **dign** + *ity*; *con* + **dign** punishment; to *ad* + **duce** facts and arguments; *con* + **duce** to the general good; *con* + **duc** + *ive* to health; *e* + **duce** good from evil; to *se* + **duce** the young from duty; secretly *ab* + **duct** + *ed* the child; from these particulars we come, by *in* + **duct** + *ion*, to the general law; *in* + **duct** + *ive* reasoning.

Direction.—Combine, define, and illustrate.

ex + **curs** + *ion*, *re* + **cur**, **dign** + (i)*fy*, **dign** + *ity*, **dign**(it) + *ary*, *e* + **duc** + *ate*, *in* + **duce**, *in* + **duce** + *ment*, *intro* + **duct** + *ion*, *intro* + **duct** + *ory*, *pro* + **duce**, *pro* + **duct** + *ive*.

LESSON 265.

Synonyms Discriminated.

speech, a form of words bearing on some topic of common interest to speaker and hearer.

ad dress', a form of words directed to some person or body of persons.

1 **o ra'tion,** an elaborate speech for a special occasion.

ha rangue', a noisy, vehement appeal to the passions.

dec la ma'tion, delivery of a memorized speech or exercise, as in schools; loud or empty speaking in public.

dic'tion refers to the choice and construction of words where clearness and accuracy are at stake.

2 **style** applies both to language and thought, and refers to the artistic character of the composition; as, a graceful, polished, poetic, or forcible *style.*

phra se ol'o gy, particular or distinctive form of words.

dis cern'ment, keenness and accuracy of mental vision.

pen e tra'tion, power of seeing deeply into things.

3 **dis crim i na'tion,** capacity of tracing out minute distinctions and nice shades of thought.

judg'ment, the faculty of comparing and weighing things and deciding aright in reference to them.

Direction.—*Choose the right word, and give your reason.*

1 The mayor delivered an —— of welcome. The senator made a strong —— in support of the bill. The general made a —— to his troops on the eve of battle. Webster delivered the —— at the laying of the corner-stone. The audience pronounced it mere ——.

2 The —— of Burke was enriched with all the higher graces of composition; his —— was pure and clear; his —— was, at times, cumbersome.

3 —— serves to remove all obscurity and confusion. —— pierces every veil which falsehood draws before truth. —— detects the slightest differences. When called upon to take any step or act any part, we must employ ——.

LESSON 266.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Dif'fer ence lies in the thing, **dis tinc'tion** in the act of the person. To make a **dis tinc'tion** without a **dif'fer ence.**

In a **def i ni'tion** we fix the bounds or limits of a thing; in an **ex pla na'tion** we make plain or remove some misunderstanding. A precise **def i ni'tion**; a general **ex pla na'tion.**

Sure that the sun is in the sky to-day, **cer'tain** that it will rise to-morrow; **sure** remedy or guide; **cer'tain** of the correctness of the theory.

Ac'cu rate account, statement, or calculation; **ex act'** date, amount, or likeness; **pre cise'** moment or meaning; **pre cise'** in dress or language.

A **cap'tious** person catches at the slightest faults; one who is **cav'il ing** makes frivolous objections.

Fi'nal adjustment or determination; **ul'ti mate** success or object; **con clu'sive** argument or arrangement.

LESSON 267.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

A **spec'i men** represents a class of things; a **sam'ple** is a part of the thing, showing the quality of the whole.

In gen'ious mechanic; **skill'ful** physician; **ex pert'** bowman; **dex'ter ous** fencer; **a droit'** pick-pocket; **clev'er** speech or trick.

Cunning or crafty **de vice'**; useful **con triv'ance.**

U til'i ty of an invention; **use'ful ness** of the thing invented.

Du'ra ble material or fabrics; **last'ing** remembrance or effect; **per'ma nent** situation or monument.

Mer'can tile house or business; **com mer'cial** education, people, or town.

We remove **obstruc'tions** and surmount **ob'sta cles.**

LESSON 268.

Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

To meet for friendly *con* + **fer** + *ence*; a natural *in* + **fer** + *ence* from the preceding statement; by *suf* + **fer** + *ance* rather than by permission; to *pro*(f) + **fer** services; *trans* + **fer** + *able* rights; *e* + **lat** + *ed* by victory; the *cor* + *re* + **lat** + *ive* terms, *father* and *son*; **flu** + *ent* speaker; living in *af* + **flu** + *ence*; *in* + **flux** of wealth; the speaker's **flu** + *ency*; the *con* + **flu** + *ence* of two rivers; the **flu** + *id* + *ity* of water or gas; *in* + **frang** + *ible* atoms; *in* + **fring**(e) upon his rights; *re* + **fract** + *ion* of a ray of light; *re* + **fract** + *ory* child.

Direction.—Combine, define, and illustrate.

fer(t) + *ile*, **fer**(t) + *il*(= *ile*) + *ize*, *circum* + **fer** + *ence*, *dif* + **fer** + *ence*, *pre* + **fer** + *ence*, *re* + **fer** + *ence*, *re* + **fer** + *ee*, *di* + **lat**(e), *di* + **lat** + *ory*, *super* + **lat** + *ive*, *trans* + **lat**(e), **fract** + *ion*.

LESSON 269.

(See *Direction*, p. 163.)

Re + **fund** the money; **fus** + *ion* of metals; language too *dif* + **fuse**; *dif* + **fus** + *ion* of knowledge; *dif* + **fus** + *ive* perfume; *ef* + **fus** + *ion* of blood; *in* + **fus** + *ion* of good principles; *pro* + **fuse** in expenditures; eyes *suf* + **fus** + *ed* with tears; *trans* + **fuse** a spirit of patriotism; the insolent *ag* + **gress** + *or*; *ag* + **gress** + *ive* measures; a *di* + **gress** + *ion* from my main purpose; to shut off all *e* + **gress**; *retro* + **grade** motion; not *pro* + **gress**, but *retro* + **gress** + *ion*; an *ad* + **her** + *ent* to a party; a rambling, *in* + *co* + **her** + *ent* style.

Direction.—Combine, define, and illustrate.

con + **fus** + *ion*, **grad**(at) + *ion*, *de* + **grade**, *de* + **grad**(at) + *ion*, *ag* + **gress** + *ion*, *con* + **gress**, *di* + **gress**, *pro* + **gress** + *ive*, **grad**(u) + *ate*, *trans* + **gress** + *ion*, *co* + **her** + *ence*, *ad* + **hes** + *ion*, **hes**(it) + *ancy*.

LESSON 270.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

That which **charms, en chants'**, or **en rapt'ures** (these words rise in their sense) affords pleasure for the time; that which **fas'ci nates** or **cap'ti vates** rivets the mind to the object.

Af'fa ble (ready to speak or to be spoken to) even to the meanest of his subjects; **court'e ous** (suitable to a court) bearing or language; **po lite'** (polished) behavior, address, or manners; **civ'il** (belonging to a citizen, not rude) person or reply; **con de scend'ing** to his inferiors; **com'plai sant'** (desiring to please) gentlemen. He smiled with much **com'plai sance** at all their pretty fancies.

El'e gance comes from training or art; **grace** may be a natural gift.

The **de co'rum** of a public assembly; the **dig'ni ty** of the men who compose it.

The Pharisees were **scru'pu lous** without being **con sci en'tious.**

LESSON 271.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Des'ul to ry (leaping) talk or remarks; **cur'so ry** (running) view or glance.

Ap pro ba'tion of equals or superiors; **com men da'tion** of superiors.

Be nev'o lent (well-wishing) disposition or act; **be nef'i cent** (well-doing) acts or intentions.

Def'er ence to authority, to rank, or to the opinions of others; **re spect'** for superiors or for virtues; **es teem'** for virtues or for real worth; **rev'er ence** for persons or things exalted, noble, or sacred; **ven er a'tion** for age and wisdom.

It is wrong to **dis par'age** another's motives or efforts. **De pre'ci ate** values or merits.

Lesson 272.

Synonyms Discriminated.

beau'ti ful, having that assemblage of graces or properties which pleases the senses (especially the sight) or the mind; as, *beautiful* scenery, woman, or thought.

pret'ty, pleasing by delicacy or grace,—applying to things
1 comparatively small; as, *pretty* face, flower, or cottage.

hand'some, agreeable to the eye or to correct taste; suitable; as, *handsome* face, house, apology, or fortune.

gleam, to begin to give a faint but distinct light.

glim'mer, to give an indistinct, unsteady light.

2 **glit'ter,** to give a bright but broken and varied light.

glis'ten, to shine with a soft, fitful light.

spark'le, to send off particles of light.

har'mo ny, adaptation of parts to each other; union of two
3 or more sounds heard at the same instant.

mel'o dy, a pleasing succession of single sounds.

char'ac ter is the sum of a man's qualities.

4 **rep u ta'tion** is what others think of a man.

Direction.—*Choose the right word, and give your reason.*

1 We should not say that a man is —— or ——, but he may be ——. —— sunset; —— tale; —— horse.

2 The morning light —— upon the earth. A distant taper —— through the mist. A dew-drop —— in the sun. The ladies' eyes —— with pleasure. The child's eyes —— with delight.

3 In a united family we see domestic ——. There may be perfect —— in a concert of voices and instruments. There may be —— in language or in the song of a bird.

4 It is possible for a man to have a fair —— who has not in reality a good ——; but men of really good —— are not likely to have a bad ——.

Lesson 273.

Synonyms Discriminated.

plu ral'i ty of votes, more votes than those given for any other candidate.

1 **ma jor'i ty of votes,** more than half the votes given for all the candidates.

in sur rec'tion, a rising up in arms against the authority of the government.

re volt', a violent attempt to throw off one form of gov-

2 ernment for another.

re bell'ion, an extended *insurrection* and *revolt.*

rev o lu'tion, a radical change; *revolt* successfully accomplished.

a bet'tor. An *abettor* incites, proposes, encourages.

3 **ac ces'so ry.** An *accessory* aids, helps forward, conceals.

ac com'plice. An *accomplice* takes part, carries into effect.

com'mon, often met with.

4 **gen'er al,** pertaining to the majority.

u ni vers'al, pertaining to all.

Direction.—*Choose the right word, and give your reason.*

1 There being several competing candidates, no one obtained a ——. He was elected by a —— of votes, but did not represent a majority of the people.

2 The American —— began in 1775. The government was weakened by frequent ——, incited by men ambitious to rule. These severe measures led to an ——, which was soon put down without bloodshed. This dissatisfaction soon grew into open ——.

3 The —— may escape the penalty of the law when he is morally more guilty than the —— or even the ——.

4 To be able to read is so —— an attainment in this country that we may pronounce it ——, though by no means ——.

LESSON 274.

Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

Con + **form** to good customs ; *trans* + **form** + *ed* into a butterfly ; bring ourselves into *con* + **form** + *ity* ; *in* + **it** + (i)*ate* into the mysteries ; *circu* + **it** + *ous* route ; *ex* + **it** and entrance ; *se*(d) + **it** + *ion* leading to open rebellion ; the *trans* + **it** of goods ; *trans* + **it** + *ion* + *al* state ; this *trans* + **it** + *ory* life ; *trans* + **it** + *ive* verb ; **liter** + *al* meaning ; **liter** + *ary* man ; *il* + **liter** + *ate* man ; easy, *col* + **loqu**(i) + *al* style ; to substitute *circum* + **locut** + *ion* for direct terms ; exposed to *ob* + **loqu** + *y* and censure.

Direction.—Combine, define, and illustrate.

form + *al*, **form** + *al* + *ity*, *de* + **form**, *per* + **form** + *ance*, *re* + **form**(at) + *ion*, **uni**(*unus*, one) + **form**, *in* + **form** + *al*, *in* + *trans* + **it** + *ive*, **loqu**(ac) + *ity*, *e* + **loqu** + *ence*, **magn** + **anim** + *ous*, **magn** + **anim** + *ity*, **magn** + *ate*, **magn** + (i)*fy*, **magn**(i) + *tude*.

LESSON 275.

(See *Direction*, p. 163.)

Smaller factions **merg** + *ed* into one powerful party ; *e* + **merg**(e) from obscurity; ready for any *e* + **merg** + *ency* ; **migrat** + *ory* birds ; the **migrat** + *ion* of birds ; *e* + **migrat**(e) to Australia ; to check the *im* + **migrat** + *ion* of Chinese into California ; refer the matter to a *com* + **mit**(t) + *ee* ; *e* + **mit** steam ; *inter* + **mit**(t) + *ent* springs ; *trans* + **mit** messages ; throw a **miss** + *ile* ; a supposition hardly *ad* + **miss** + *ible* ; the king's *e* + **miss** + *ary* ; received the **miss** + *ive* ; to *re* + **mit** the punishment ; to *remit* by draft ; received the *re* + **mit**(t) + *ance* ; **sed** + *ent* + *ary* employment ; **sed**(i) + *ment* of impure water ; to *super* + **sed**(e) an officer.

Direction.—Combine, define, and illustrate.

manu + *al*, **manu** + **fact** + *ory*, *e* + **man** + **cip** + *at*(= *ate*) + *ion*, *im* + **mers**(e), *sub* + **merg**(e), **migrat**(e), *ad* + **mit**(t) + *ance*, *sub* + **mit**, **miss** + *ion* + *ary*.

LESSON 276.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

We **so lic'it** aid or favor; **en treat'** with strong arguments; **be seech'** with strong feeling; **im plore'** aid in extreme distress; humbly **sup'pli cate** mercy. (These words increase in strength in the order in which they are here given.)

Al lured' to evil by promised good; **en ticed'** into it through our passions; **se duced'**, or drawn away, from the path of rectitude.

As sent' to a statement (act of the understanding); **con sent** to a proposal (act of the will).

Ad dict'ed to vice; **de vot'ed** to literature; **ded'i cat ed** to religious uses.

We **ad mon'ish** with a view to one's improvement; we **rep'ri mand** by way of punishment.

Pun'ish to uphold law; **chas tise'** to reform the offender.

LESSON 277.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Plau'si ble arguments and **spe'cious** appearances often deceive. His **os ten'si ble** motive may, or may not, be his **real** motive.

E quiv'o cate by using language with two meanings; **prevar'i cate** by "dodging" the truth.

De lu'sions of stock-jobbing; **il lu'sions** of youth. **Soph'ist ry** is false reasoning of so subtle a kind as to render it difficult to expose its **fal'la cy.**

Life is **tran'sient** (short at the best); its joys are **tran'si to ry** (liable to pass away); its hours are **fleet'ing** (in the act of taking flight).

We **should** (obligation of propriety) be neat in our person. We **ought** (obligation of duty) to speak truth.

Lesson 278.

Synonyms Discriminated.

hab'it, a law which grows up within an individual, leading
1 him to do easily and naturally what he does often.
cus'tom is a frequent repetition of the same act by an individual or a community.

mem'o ry, that faculty of the mind by which it retains the knowledge of past impressions or thoughts.
2 **re mem'brance,** the bringing of past impressions again to mind without conscious effort.
rec ol lec'tion implies a conscious effort to collect again impressions which have once been in the mind.

un der stand' (*or apprehend*), to receive into the mind.
3 **com pre hend',** to embrace or understand a thing in all its extent.

in con sist'ent, not fit to be placed together.
4 **in con'gru ous,** not suited; not in harmony.
in com pat'i ble, incapable of existing together.

Direction.—*Choose the right word, and give your reason.*

1 Man is a bundle of ——. A —— more honored in the breach than the observance.

2 —— enables us to treasure up and preserve for future use the knowledge we acquire. I —— the meeting, but I find it impossible to —— all that occurred.

3 It is easy to —— that there is a God, but impossible to —— the vastness of his existence, wisdom, and power.

4 Habitual levity of mind is —— with the profession of a clergyman; it is —— with his ordination vows; it is —— with his permanent usefulness.

Lesson 279.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Tau tol'o gy is a *needless* **rep e ti'tion** of the same meaning in different words.

He was not satisfied with **re peat'ing** his declaration, but went on to **re it'er ate** it in various forms.

Prompt **de cis'ion**, steadfast **de ter mi na'tion**, and inflexible **res o lu'tion.**

Per ti nac'i ty of opinion; **ob'sti na cy** of will.

What **ev'i dence** have you to offer in **proof** of the truth of your statement?

This served only to **ag'gra vate** the offense. It was said merely to **ir'ri tate** (*not* aggravate) him.

We may **fe lic'i tate** a successful rival (wish him joy), but can hardly **con grat'u late** him (unite our joy with his).

Lesson 280.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Ed u ca'tion trains the mind; **in struc'tion** fills it with information.

One may be **il lit'er ate** (not acquainted with letters) and yet not **ig'no rant.**

The **id'i oms** (peculiar forms) of a language; the **di'a lects** of different localities.

In ca'pa ble of learning or of a mean action; **in com'pe tent** to a certain task; **in com'pe tent** judge.

Dif'fi cult problem (requiring more or less exertion); **ard'u-ous** undertaking (requiring strenuous, persevering exertion).

Believe a **doc'trine**; obey a **pre'cept.**

It may be right to **a venge'** injuries, but never to indulge **re venge'.**

LESSON 281.

Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

The *com* + **pon** + *ent* parts; an *ap* + **posit**(e) remark; nouns in the same case by *ap* + **posit** + *ion*; *de* + *com* + **posit** + *ion* of rocks; his *ex* + **posit** + *ion* of the text; *con* + *de* + **scend** to become the friend of the lowly; self-sacrifice and noble *con* + *de* + **scens** + *ion*; *tran* + **scend** all limits; to *a* + **scribe** honor to the upright; to *circum* + **scribe** royal power; to *in* + **scribe** a line on stone; *pre* + **scrib** + *ed* course of study; to *pro* + **scribe** offensive doctrines; to *super* + **scribe** a letter; to *tran* + **scribe** (copy) a letter; an *in* + **script** + *ion* on a monument.

Direction.—Combine, define, and illustrate.

op + **pon** + *ent*, *post* + **pon**(e), **posit** + *ion*, **posit** + *ive*, *com* + **posit**(e) number, *com* + **posit** + *ion*, *de* + **posit**, *de* + **posit** + *ory*, *im* + **posit** + *ion*, *pre* + **posit** + *ion*, *de* + **scend** + *ant* + *s*, *de* + **scribe**, *sub* + **scribe**, **manu** + **script**, *post* + **script**.

LESSON 282.

(See *Direction*, p. 163.)

Sect + *ion* + *al* feelings and interests; *inter* + **sect** + *ion* of the roads; a **potent** argument; princes and **potent** + *ate* + *s*; "**potent** + (i)*al* mode"; *de* + **spic** + *able* company; to be wise and *circum* + **spect**; the art of *per* + **spect** + *ive* drawing; *pro* + **spect** + *ive* benefit; a *retro* + **spect** + *ive* view; a successful *a* + **spir** + *ant*; *con* + **spir** + *acy* against the government; noble *a* + **spirat** + *ion* + *s*; poetic *in* + **spirat** + *ion*; *ex* + **pirat**(= **spirat**) + *ion* of the time; the *in* + **spirat** + *ion* and *ex* + **pirat**(= **spirat**) + *ion* of air, *i.e.*, breathing, or *re* + **spirat** + *ion*.

Direction.—Combine, define, and illustrate.

bi + **sect**, *dis* + **sect**, *con* + **spic**(u) + *ous*, *sus* + **pic**(= **spic**)(i) + *ous*, *in* + **spect**, *re* + **spect** + *able*, *a* + **spire**, *con* + **spire**, *ex* + **pire**(= **spire**), *in* + **spire**, *per* + **spire**, **tempor** + *ai*, **tempor** + *ary*.

Lesson 283.

Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

Tend to ruin; every fiber **tens**(e); **tens** + *ion* of the muscles; a *con* + **tent** + (i)*ous* disposition; *dis* + **tend** + *ed* nostrils; *in* + **tent** on mischief; *in* + **tens**(e) application; *in* + **tens** + (i)*fy* the alarm; the *os*(= *ob*) + **tens** + *ible* reason; **tend**(er) a payment; **ten**(ac) + *ity* of purpose; **ten** + *acious* of his rights; an *un* + **ten** + *able* position; temperate, but not *abs* + **tin** + *ent*; *ap* + *per* + **tain** + *ing* to this life; a remark not *per* + **tin** + *ent* here; *at* + **tribut**(e) it to other causes; just *re* + **tribut** + *ion*; *re* + **tribut** + *ive* justice; **verb** + *al* critic, **verb** + *al* (not oral) message.

Direction.—Combine, define, and illustrate.

tend(on), **tend** + *ency*, *at* + **tent** + *ive*, *ex* + **tens** + *ion*, *os*(= *ob*) + **tent**(at) + *ion*, **ten** + *able*, *re* + **tent** + *ive*, *ad* + **verb.**

Lesson 284.

(See *Direction*, p. 163.)

Tract + *able* child; an *abs* + **tract** of the discourse; *de* + **tract** from his merits; *re* + **tract** the false charge; *re* + **tract** + *ion* of an opinion; trouble arising from an *in* + *ad* + **vert** + *ent* remark; to **anim** + *ad* + **vert** frequently upon the impropriety; to *a*(= *ab*) + **vert** his wrath; strong mutual *a*(= *ab*) + **vers** + *ion*; some *contro* + **vert** + *ed* points; *per* + **vert** the meaning; *re* + **vert** to the original owner; *con* + **vers** + *ant* with literature; a man of **vers**(at) + *ile* talents; another **vers** + *ion* of the text; to choose his **vocat** + *ion*; a *con* + **vocat** + *ion* of bishops and clergy; to avoid truth by **equ**(i) + **vocat** + *ing*; *in* + **vocat** + *ion* of the Deity.

Direction.—Combine, define, and illustrate.

at + **tract** + *ive*, *con* + **tract** + *or*, *dis* + **tract**, *ex* + **tract**, *pro* + **tract**, *con* + **tract** + *ion*, *di* + **vert**, *ad* + **vers**(e), *contro* + **vers** + *y*, *di* + **vers** + (i)*fy*, *per* + **vers** + *ity*, *re* + **vers**(e), *pro* + **vocat** + *ion*.

Lesson 285.

Synonyms Discriminated.

com pe ti'tion, strife for the same object.
1 **em u la'tion,** desire to equal or excel others.
ri'val ry, a personal, selfish contest—usually unfriendly.

2 **firm'ness** belongs to the will.
con'stan cy belongs to the affections and principles.

re pent'ance, sorrow for past acts, with a change of conduct.
pen'i tence, sorrow for sin.
3 **com punc'tion,** a pricking of conscience.
re morse', a gnawing of conscience.
con tri'tion (a bruising), a continuous state of grief and self-condemnation.

4 **e ter'nal,** having neither beginning nor end.
ev er last'ing, without end.

e con'o my avoids waste, and uses money to the best advantage.
5 **fru gal'i ty** cuts off indulgences, and saves systematically and rigidly.
par'si mo ny carries frugality to an extreme, involving meanness.

Direction.—*Choose the right word, and give your reason.*

1 Honorable —— in business. —— seeks to merit success; —— is contented with obtaining it.

2 Without —— a man has no character; without —— there is neither love nor virtue.

3 All men are subject to —— of conscience. Heaven can judge if —— be true. Seeing his reformation, we know his —— to be true. The —— of the prodigal son; David's —— for the murder of Uriah.

4 —— existence; —— punishment.

5 —— is a virtue, —— is a vice; —— may lean to one or the other according to the motive from which it springs.

LESSON 286.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Au then'tic (not false) history; **gen'u ine** (not spurious) manuscript.

At'ti tude of wonder; reclining **post'ure.**

A thing is **an'cient** or **an tique'** when not modern; it is **an'ti qua ted** or **ob'so lete** when it is out of fashion or use. **An'cient** republics or temples; built in the **an tique'** style; **an'ti qua ted** customs; **ob'so lete** words.

An **a bridg'ment** contains the more important parts of the larger work. A **com pen'di um** or an **e pit'o me** is a condensed *abridgment.* An **ab'stract** or a **sum'ma ry** is a brief statement of a thing in its main points. A **syn op'sis** is a bird's-eye view of a subject or work in its several parts.

An **ex am'ple** represents a class of objects; an **in'stance** may be a single and solitary case.

LESSON 287.

Synonyms Discriminated.

Direction.—*Learn to discriminate; give original illustrations.*

Com'mon friend (*not* "mutual friend"), country, or enemy (belonging alike to all); **mut'u al** benefit, services, or friendship (interchange in the same act); **re cip'ro cal** kindness or reproaches (acting in response to another act).

Fields are **ad ja'cent** when they lie near to each other. **Ad join'ing** farms meet or join at some point. **Con tig'u ous** implies touching or joining closely.

Am'ple room or resources; **spa'cious** hall, house, or garden; **ca pa'cious** vessel or mind.

The taste and feelings of a **fas tid'i ous** person are easily offended; a **squeam'ish** person is over-scrupulous and easily disgusted.

Grand'eur of the ocean; **sub lim'i ty** of the heavens.

LESSON 288.

Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

Felic(it) + *ate* ourselves on having escaped the danger; *ac* + **cess** + *ible* from all sides; to make mutual *con* + **cess** + *ion* + *s*; not a natural, but a **fact**(iti) + *ous*, excitement; *e* + **dict** of the emperor; to *inter* + **dict** all further intercourse; *con* + **cur** in this judgment; *con* + **curr** + *ent* testimony; *col* + **lat**(e) it, word by word, with the original; sat down to a cold *col* + **lat** + *ion*; *in* + **her** + *ent* right to liberty. Solids and fluids differ in the degree of *co* + **hes** + *ion*.

Direction.—Combine, define, and illustrate.

de + **cept** + *ion*, *de* + **cept** + *ive*, *ex* + **cept** + *ion*, *inter* + **cept**, *inter* + **cess** + *ion*, *inter* + **cess** + *or*, *pre* + *de* + **cess** + *or*, **cred**(ul) + *ous*, *in* + **cred**(ul) + *ity*, *ac* + **credit**, **dict** + *at*(= *ate*) + *ion*, *se* + **duct** + *ive*, **aque**(*aqua*, water) + **duct**, **flu** + *id*, *super* + **flu** + *ous*, **fluct**(u) + *ate*, *in* + **fring**(e) + *ment*.

LESSON 289.

(See *Direction*, p. 163.)

A **loqu**(aci) + *ous* woman; *as* + **sid**(u) + *ous* labor; to labor with *as* + **sid**(u) + *ity*; reconciled by the *inter* + **posit** + *ion* of a common friend; to be in the *a* + **scend** + *ant*; to gain undisputed *a* + **scend** + *ency*; *im* + **potent** in body and mind; the **omni**(*omnis*, all) + **potent** Creator; *per* + **spic**(u) + *ous* in thought and language; *per* + **spic**(u) + *ity* of his statements; Socrates and his *con* + **tempor** + *ary*, Plato; break the *con* + **tin**(u) + *ity* of the thought; *per* + **tin** + *acious* in opinion; **tract** + *ion* of a muscle or a rope.

Direction.—Combine, define, and illustrate.

multi(*multus*, many) + **form**, *in* + **it** + (i)*al*, *circu* + **it**, *sub* + **miss** + *ion*, *trans* + **miss** + *ion*, *pre* + **sid**(e), *pro* + **posit** + *ion*, *trans* + **posit** + *ion*, *ex* + **tempor** + *ize*, *sus* + **ten** + *ance*, **tribut** + *ary*, **verb** + *ose*, **verb** + *os*(= *ose*) + *ity*.

Prefixes.

Alphabetical List—For Reference.

e = English, *l* = Latin, *g* = Greek.

e a = *at, in, on,* or *adds force.*

l a. See *ab* or *ad.*

g a, an = *without, not.*

l ab, abs, a = *from.*

l ad*, a, ac, af, ag, al, an, ap, ar, as, at = *to.*

l ambi, amb, am = *around.*

g amphi = *both, around.*

g ana = *up, back, through.*

l† ante = *before.*

g anti, ant = *against, opposite.*

g apo, ap = *from.*

e be = *by, about, over, to make,* or *adds force.*

l bi, bis = *two, twice.*

g cata, cat = *down.*

l circum, circu = *around.*

l con* (cum), co, col, com, cor = *with, together, wholly.*

l contra, contro, counter = *against.*

l de = *down, from,* or *adds force.*

g dia = *through.*

l dis*, di, dif = *apart, not, opposite act.*

g dis, di = *twice, two.*

g dys = *bad, ill.*

e, ec, ef. See *ex.*

e en, em = *in, on, to make.*

g en, em = *in, on.*

g epi, ep = *upon.*

g eu, ev = *well, good.*

l g ex*, e, ec, ef = *out of, from.*

* The last letter of the prefix is often modified by the first letter of the root. This is for the sake of euphony.

† In anticipate, *anti* = *ante.*

Prefixes—Continued.

[l]**extra** = *beyond.*

[e]**for** = *not, from.*

[e]**fore** = *before.*

[g]**hyper** = *over, beyond.*

[g]**hypo** = *under.*

[l]**in*** = *in, on.*
il = *in, on.*
im = *in, on.*
ir = *in, on.*
in* = *not.*
il = *not.*
im = *not.*
ir = *not.*

[l]**inter** = *between.*

[l]**intro** = *within.*

[g]**meta** = *beyond, change.*
met = *beyond, change.*

[e]**mis** = *wrong, wrongly.*

[g]**mono** = *alone.*

[l]**non** = *not.*

[l]**ob*** = *in front, in the way, against.*
o = *in front, in the way, against.*
oc = *in front, in the way, against.*
of = *in front, in the way, against.*
op = *in front, in the way, against.*

[e]**off** = *from.*

[e]**out** = *beyond.*

[e]**over** = *above.*

[g]**para** = *side by side, unlike.*
par = *side by side, unlike.*

[l]†**per** = *through, thoroughly.*

[g]**poly** = *many.*

[l]**post** = *after.*

[l]**pre** = *before.*

[l]**pro** = *for, forth.*
pur = *for, forth.*

[g]**pro** = *before.*

[l]**re** = *back* or *again.*

[l]**retro** = *backward.*

[l]**se** = *aside.*

[l]**semi** = *half.*

[l]**sine** = *without.*

[l]**sub*** = *under.*
suc = *under.*
suf = *under.*
sug = *under.*
sup = *under.*
sus = *under.*

[l]**subter** = *under.*

[l]**super** = *above, over.*
sur = *above, over.*

[g]**syn** = *with, together.*
sy = *with, together.*
syl = *with, together.*
sym = *with, together.*

[e]**to** = *the, this.*

[l]**trans** = *over, beyond, through*
tra = *over, beyond, through*

[l g]**tri** = *three, thrice.*

[l]**ultra** = *beyond.*

[e]**un** = *not* (in adj. and nouns).

[e]**un** = *opposite act* (in verbs).

[e]**under** = *beneath.*

[l]**vice** = *instead of.*

[e]**with** = *against, from.*

* See note, p. 184. † Per, standing alone, means *by.*

Suffixes.

Alphabetic List—For Reference.

The part of speech formed by the aid of the suffix is indicated by the letter placed before it.—*n* = noun, *v* = verb, *a* = adjective, *ad* = adverb.

The language from which the suffix comes is indicated by the letter placed after it.—*e* = English, *l* = Latin, *g* = Greek, *f* = French.

^{a}able, **^{a}ible**, **^{a}ble** (*l*) = *able to be, fit to be, causing.*

^{a}ac (*g*) = *pertaining to.*

^{a}aceous (*l*), **^{a}acious** (*l*) = *having the quality of, full of.*

^{n}acy (*l*) = *state or quality of being.*

^{n}age (*f*) = *state of being. act of. that which. a collection of.*

$^{a\,n}$al (*l*) = *pertaining to; the act of.*

$^{a\,n}$an (*l*) = *pertaining to; one who.*

^{n}ance, **^{n}ancy** (*l*) = *state of being, act of.*

ant (*l*). See *ent.*

^{a}ar (*l*) = *pertaining to.*

^{n}ar. See **^{n}er.**

^{n}ard (*e*) = *one who.*

$^{a\,n}$ary (*l*) = *belonging to. one who, place where.*

$^{a\,n\,v}$ate (*l*) = *having. one who. to make.*

ble. See *able.*

^{n}cle, **^{n}cule** (*l*) = *little* (diminutives).

^{n}dom (*e*) = *state of being, domain of.*

^{v}ed (*e*) = *past tense* and *past par.*

^{n}ee (*f*) = *one to whom.*

^{n}eer, **^{n}ier** (*f*) = *one who.*

$^{a\,v\,n}$en (*e*) = *made of. to make, past par. little* (diminutive).

^{n}ence, **^{n}ency** (*l*) = *state of being.*

$^{n\,a}$ent (*l*) = *one who* or *that which. being* or *ing.*

^{n}er (*e*) = *one who* or *that which.*

^{a}er (*e*) = *more* (comparative degree).

^{n}ery, **^{n}ry** (*e*) = *place where. state of being. collection. art of.*

^{n}escence (*l*) = *state of becoming.*

^{a}escent (*l*) = *becoming.*

^{n}ess (*f*) = *female.*

^{a}est (*e*) = *most* (superlative degree).

^{n}ette (*f*) = *little* (diminutive).

^{a}ful (*e*) = *full of, causing.*

^{v}fy (*l*) = *to make.*

^{n}hood (*e*) = *state* or *quality of being.*

ible. See *able.*

$^{a\,n}$ic, **$^{a\,n}$ical** (*l*) (*g*) = *pertaining to. made of. one who.*

^{n}ics, **^{n}ic** (*g*) = *science of.*

Suffixes—Continued.

^{a}id (*l*) = *quality, pertaining to.*

^{n}ie } (*e*) = *little* (diminutive).
^{n}y }

ier. See *eer.*

^{a}ile (*l*) = *able to be, relating to.*

^{a}ine (*l*) = *belonging to.*

$^{n\,v\,a}$ing (*e*) = *the act; continuing.*

^{n}ion (*l*) = *act of, state of being.*

^{v}ise } (*g*) = *to make, to give.*
^{v}ize }

$^{a\,v}$ish (*e*) = { *somewhat, like.* / *to make.*

^{n}ism (*g*) = *state of being, doctrine.*

^{n}ist (*g*) = *one who.*

$^{n\,a}$ite (*l*) = *one who is; being.*

^{n}ity } (*l*) = *state or quality of being.*
^{n}ty }

$^{n\,a}$ive (*l*) = *one who, that which; having power or quality.*

^{n}ix (*l*) = *female.*

ize. See *ise.*

^{n}kin (*e*) = *little* (diminutive).

^{a}less (*e*) = *without.*

^{n}let (*e*) = *little* (diminutive).

^{n}ling (*e*) = *little* (diminutive).

$^{a\,ad}$ly (*e*) = *like, manner.*

^{n}ment (*l*) = *state of being, act of, that which.*

^{n}mony (*l*) = *state of being, that which.*

^{n}ness (*e*) = *state or quality of being.*

^{n}ock (*e*) = *little* (diminutive).

^{n}or (*l*) = *one who, that which.*

$^{a\,n}$ory (*l*) = { *relating to.* / *place where.* / *thing which.*

^{a}ose } (*l*) = *full of, having.*
^{a}ous }

^{a}ple (*l*) = *fold.*

ry. See *ery.*

$^{n\,v}$s or **es** (*e*) = *plu. of nouns; 3d per. sing. of verbs.*

^{n}'s or **'** = *possessive case.*

^{n}ship (*e*) = *state of, office of.*

sion. See *ion.*

^{a}some (*e*) = *full of, causing.*

^{n}ster (*e*) = *one who.*

^{n}th (*e*) = *state of being.*

tion. See *ion.*

^{n}tude (*l*) = *state of being.*

ty. See *ity.*

^{n}ule (*l*) = *little* (diminutive).

^{a}ulent (*l*) = *full of.*

^{n}ure (*l*) = *state or act of, that which.*

^{ad}ward } (*e*) = *direction of.*
^{ad}wards }

^{ad}wise (*e*) = *manner.*

^{n}y (*e*). See *ie.*

^{a}y (*e*) = *full of, having.*

^{n}y (*l*) (*g*) = *state of being.*

Latin Roots—For Reference.

To the pupil.—The different forms which the Latin roots assume in English derivatives will be found in bold-face type, within marks of parenthesis.

Remember that in pronouncing Latin words there must be as many syllables as there are vowels or diphthongs, thus : be'ne, i're, ag'e-re (*not* ag'ēre).

(act). See *agere.*
æ'quus (equ, equal, iqu), *equal, just.*
ag'ere (act, ag), *to do, to drive.*
alie'nus (alien), *another, stranger.*
an'ima (anim), *life.*
an'imus (anim), *mind.*
an'nus (ann, annu, enn), *a year.*
be'ne, *well.*
cad'ere (cad, cas, cid, cide), *to fall.*
cap'ere (cap, capt, ceive, cept, cip), *to take.*
ca'put (capit, cipit), *the head.*
(cas). See *cadere.*
ced'ere (ced, cede, ceed, cess), *to go, to yield.*
(ceive, cept). See *capere.*
(cid). See *cadere.*
(cip). See *capere.*
(cipit). See *caput.*
clama're (claim, clamat), *to cry out, to call.*
clau'dere (clud, clude, clus), *to shut.*
cred'ere (cred, credit), *to believe.*
cur'rere (cur, curr, curs), *to run.*
dic'ere (dict), *to say.*
dig'nus (dign), *worthy.*
du'cere (duc, duce, duct), *to lead.*
(enn). See *annus.*
(equ). See *æquus.*
fa'cere (fac, fact, feas, fect, fic), *to do, to make.*
fe'lix (felic), *happy.*
fer're (fer, lat), *to bear, to carry.*
(fic). See *facere.*
flu'ere (flu, fluct, flux), *to flow.*
for'ma (form), *a shape, a form.*
fran'gere (frang, fract, fring), *to break.*
fun'dere (fund, fus, fuse), *to pour.*
gra'di (grad, grade, gress), *to step, to walk.*
hære're (her, hes), *to stick.*
(iqu). See *æquus.*
i're (it), *to go.*
(lat). See *ferre.*
lit'era (liter), *a letter.*
lo'qui (loqu, locut), *to speak.*
mag'nus (magn), *great.*
ma'nus (man, manu), *the hand.*
mer'gere (merg, mers), *to dip, to plunge.*
migra're (migr, migrat), *to wander, to remove.*
mit'tere (mit, miss), *to send.*
pars (part, parti), *a part.*
pon'ere (pon, posit), *to place.*
po'tens (potent), *powerful.*
scan'dere (scend, scens), *to climb.*
scrib'ere (scrib, scribe, script), *to write.*
seca're (sect), *to cut.*
sede're (sed, sess, sid), *to sit.*
spec'ere or **spic'ere (spect, spic),** *to look, to see.*
spira're (spir, spire, spirat), *to breathe, to blow.*
(tain). See *tenere.*
tem'pus (tempor), *time.*
ten'dere (tend, tens, tent), *to stretch*
tene're (tain, ten, tent, tin), *to hold.*
(tent). See *tendere* and *tenere.*
(tin). See *tenere.*
tra'here (tract), *to draw.*
tribu'ere (tribut), *to allot, to give.*
ver'bum (verb), *a word.*
ver'tere (vert, vers), *to turn.*
voca're (voc, vocat), *to call.*

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